

LESSONS·ON  
THE·USE·OF  
BOOKS·AND  
LIBRARIES



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O·S·RICE

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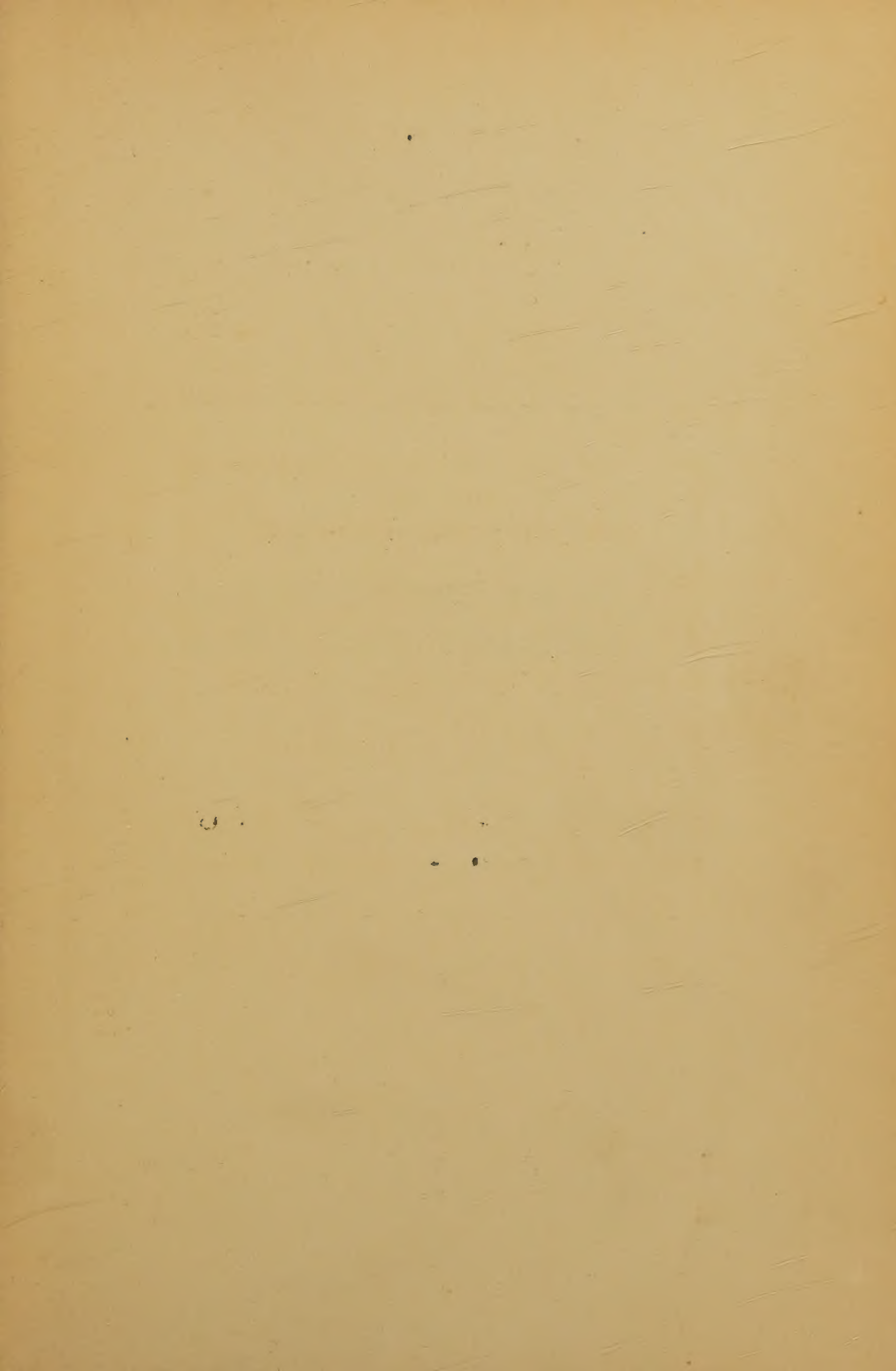
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LESSONS ON THE USE OF  
BOOKS AND LIBRARIES



# LESSONS ON THE USE OF BOOKS AND LIBRARIES

A TEXT BOOK FOR SCHOOLS  
AND A GUIDE FOR THE USE  
OF TEACHERS AND LIBRARIANS

By  
O. S. RICE

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## THE PREFACE

### For the Pupil

The more thoroughly you learn while in school to be self-helpful in any situation in life, the better. One of the important means to this end is learning how to get reliable information on any subject when that information is needed. Of course, many things learned in school are learned for life, such as the multiplication table, the location of important countries and cities, the spelling of words frequently used, etc. But you cannot in school "tank up" with enough information to do for the rest of your life.

Therefore you ought to learn how and where to secure information when you need it. And one of the most important ways of doing this is by learning how and where to look for information in books and libraries. That is the kind of training these lessons aim particularly to give. They are a course in training you to help yourself, and hence are as important as any other school work.

One of the sources of worth-while pleasure through life is a taste for reading the best and most interesting books and magazines and the ability to select and read them wisely. Considerable attention is given in these lessons to this, too. You will be helped to appreciate the lines,

There is no frigate like a book  
To take us leagues away,  
Nor any charger like a page  
Of prancing poetry.

By knowing how to use books and libraries you can better continue your general education after you leave school and you can go on with your education in the trade or profession which will

be your life occupation. You will in this way not only improve your chances for personal success in life, but you will also become a more useful member of society and a better citizen.

You have, then, a number of important reasons for studying these lessons on books and libraries with much care. You ought to find the lessons all interesting — some, of course, more so than others. If certain ones prove rather difficult, remember the old saying, "There is no royal road to learning." Above all, bear in mind that you are learning that great lesson of success — self-help.

*In doing the exercises accompanying the lessons, how and where you find any piece of information is more important than the information itself. The purpose of the reference exercises is not primarily to teach the facts with which they deal, but to give training in finding information. The school textbooks should not be used in finding answers to the questions in the exercises.*

September, 1920

THE AUTHOR

# THE INTRODUCTION

## For the Teacher

### AIM

This book is intended as a textbook for training pupils in the ability to find information in books and libraries and as an aid in developing a taste for good general reading which shall function throughout life. It aims to help in the realization of that definition of education which holds that an education is the ability to find information when it is needed, and it further aims to help the pupils to enter upon their literary heritage through the reading of worth-while books and periodicals.

### NEED

Tests given to upper-grade and high-school students by the author prove conclusively that, without a definite course of study in reference work as conscientiously carried out as the course of study in the traditional school subjects, those who leave our public schools will not have even the most elementary training in finding information when it is needed. Among hundreds of pupils tested in different schools, not a single passing grade was recorded.

Also more attention to a well-ordered plan is needed for the purpose of developing good reading tastes and habits.

It has been found that upper-grade work, as a rule, is less successful than that of the lower grades. One important reason for this condition is that, whereas the need of the pupil to help himself increases as he passes up in the grades, he is not receiving adequate training in the ability to work independently. These lessons will give a large share of such training in self-help. Since lack of success in school is one of the principal reasons why so many children leave school before completing

even the elementary grades, training in self-help will be of service in reducing both retardation and elimination.

It is also of importance in this connection that if pupils are given training in self-help the crowded curriculum can be reduced.

The introduction of training in the use of books and libraries will not be adding to the burdens of already hard-working teachers. On the contrary, it will materially reduce the load which they are now carrying. If the pupils are trained in the ability to help themselves, the teacher's time and energy will eventually be taxed to a lesser extent. The pupils will be able to prepare the assigned lessons more successfully, and at the same time they will be receiving a training valuable for life purposes.

#### ORIGIN

A manual to serve as a guide for teachers in giving lessons on the use of books and libraries was prepared by the author for the Wisconsin State Department of Public Instruction for use in the schools of that state. The lessons in that manual, which was entitled *Lessons on the Use of the School Library*, were made part of the Wisconsin common school course of study by State Superintendent C. P. Cary. This action was favorably received by the schools of the state. The requests from other states for copies of the manual, which could be complied with only in small part, have led to the preparation of this course of lessons. The present publication, however, differs in plan from its predecessor in that it is designed, primarily, for the use of the pupils as a text, though at the same time it will serve as a guide to the teacher in giving lessons on the use of books and libraries, whether it is in the hands of the pupils or not.

#### FOR WHOM INTENDED

**Public schools.** This publication has been prepared for use as a class textbook in the upper grades and in junior high schools. In so far as such lessons have not been given in the



grades, they may be given in the freshman English class of four-year high schools, so that the training in reference work may be used throughout the rest of the high-school course.

As previously suggested, the book may be used as a guide for the teacher, even though it is not in the hands of the pupils as a text. In that case, however, the exercises would have to be written upon the blackboard and the instruction given orally.

**Teachers' training classes.** The lessons will be found of use in teachers' training classes whether in normal schools, colleges, or other institutions. Since such training as this text represents is just beginning on a definite basis in the schools, prospective teachers should learn how to give lessons of this kind. A reasonable amount of time taken from attention to the traditional school subjects, with the teaching of which the students are at least to some extent already familiar through their experience as pupils, will be well spent in preparation for this newer work in education. By all means should such lessons as these or their equivalent be part of the prescribed course in the model schools of institutions training teachers.

**Public librarians.** Public librarians charged with the duty of giving library instruction in schools will find these lessons of value in suggesting ways of giving or supervising such instruction.

#### LESSONS WHICH MAY BE GIVEN IN THE MIDDLE AND LOWER GRADES

It is very desirable that some library lessons be given in grades below the sixth. A lower grade in which it would be well to give any certain lesson is indicated in parenthesis after the upper grade to which it is assigned in the Table of Contents. Such lessons should be given orally and through use of the blackboard, etc., in the grades below the sixth. Then each lesson may be reviewed in the upper grades when it is reached in this textbook.

## SCOPE

The ground to be covered in this course of lessons can be noted by a glance at the Table of Contents and by a brief examination of the text.

In general, the reference lessons give training in the use of (1) those reference books, such as the unabridged dictionary, general encyclopedias, atlases, yearbooks, etc., which are found in all well-appointed school and public libraries and increasingly in homes and business offices; (2) magazines for reference work, especially through use of periodical indexes; (3) newspapers; (4) pamphlets and clippings, including government documents; (5) card catalogs; (6) reference sources in particular subjects, such as civics, history, literature, etc.

The development of good reading tastes is especially promoted by means of classified general reading lists which include the cream of juvenile literature and such adult books as are best suited to serve in the transition from the reading of the best children's books to the reading of the best books for adults.

Work outlined herein for the giving of which the necessary equipment or material is not available should be omitted. There will be much that can be done with the facilities that are at hand in most school and public libraries. However, the facilities should be increased as rapidly as possible.

## PLAN

Special classes need not be organized in the grades for the giving of these lessons. They should be given in those classes to which they are naturally allied because of their subject matter. For example, the lesson on the atlas should be given in the geography class, on history reference in the history class, etc. In the Table of Contents on pages v-vii each of the lessons is assigned to a particular class and grade. In high schools it is best to give all the lessons in one class, and the English class is recommended for that purpose.

When any particular lesson is being given, it should have the right of way; that is, it should not be given during only part of a recitation period or be given merely in a sort of incidental way requiring little or no preparation on the part of the pupils and not holding them strictly accountable even for that little. These lessons should be given the same consideration as lessons in the traditional school subjects.

If it is thought desirable to reduce the formality in giving the lessons, there should at least be a checking up toward the close of the year in each of the grades concerned to determine what remains to be done in order to cover the lessons assigned to that grade. Then care should be taken that the work remaining is completed before school closes for the year.

The socialized recitation can be utilized in this instruction as well as in other school work.

#### BY WHOM TO BE TAUGHT

The teachers of the respective grades should give these lessons. Circumstances may make it best to have one teacher specialize in this kind of instruction and give in the English class or some other class all the lessons. This plan is recommended for high schools especially. In large city school systems a special supervisor of school libraries, one of whose duties should be to supervise instruction in the use of books and libraries, would be well worth while.

Public librarians can as a rule best give the lessons on the use of the public library, on the card catalog, and on periodical indexes. Aside from these lessons, however, and perhaps a few others agreed upon, the teachers should give the lessons. There is altogether too much teaching required to make it practicable for the bulk of the lessons to be given by the public librarian or other members of the library staff. However, the supervision of such instruction by the teachers might well be done by a

representative of the public library acting as a special supervisor for this purpose.

#### PREPARATION BY THE TEACHER

Owing to the fact that most teachers at the present time did not have a definite course of lessons on the use of books and libraries when they were pupils, it is especially needful that they carefully go over each lesson themselves before assigning it to the class.

#### CAUTION

*In the giving of the reference lessons, it should constantly be borne in mind that the object of the instruction is to train the pupils in finding information. For this reason, more attention should be given to how and where any piece of information is found than to the information itself. Unless this principle is kept in mind, the opposite practice, through force of habit, is likely to obtain.*

#### MATERIAL NEEDED FOR THE LESSONS

As much of the material referred to on the following page under "Reference Books," "Shelf Books," and "Organization of the School Library" as can be secured for the giving of the lessons should be at hand. However, the lessons should be started with whatever material is at hand. Those lessons for which there is not the necessary material may be given later, when the necessary material has been secured; or, if it is unavoidable, they may be omitted entirely. One copy of *Webster's New International Dictionary*, supplemented by some of the smaller Webster's dictionaries, supplies material for lessons on about thirty topics. Such dictionaries, together with a general encyclopedia, Champlin's encyclopedias, an atlas, a *World Almanac*, Robert's *Rules of Order*, a *Congressional Directory*, and other public documents mentioned in the lessons, will serve as material for a large share of the reference lessons.



On the other hand, if there is a wealth of material available, the lessons may be expanded in conformity with suggestions to that effect given in connection with some of the lessons.

**Reference books.** For a list of reference books especially needed, see page 162.

**Shelf books.** A good-sized collection of books for collateral and general reading and for occasional reference should be in every school library, except that books for general reading may well be supplied in the form of classroom libraries or otherwise by the public library in communities maintaining an effective library.

**Organization of the school library.** The lessons on classification (pages 40-45) and on the card catalog (pages 46-52) presuppose the classification and cataloging of the school library, or, in lieu thereof, access to a well-organized public library.

However, as stated above, many of these lessons can be given even before the school has a well-organized library.

Grateful acknowledgment is due G. & C. Merriam Company and Funk & Wagnalls Company for permission to use excerpts from their dictionaries; and to the H. W. Wilson Company for permission to include a reproduced page from the *Readers' Guide to Periodical Literature*.

# THE USE OF BOOKS AND LIBRARIES

## I. HOW TO HANDLE BOOKS

If books are properly handled, they are kept from becoming unnecessarily soiled and worn. They are therefore more attractive in appearance and so will be used more. They will last longer, and that means a financial saving; in other words, an exercise in thrift. Nor are clean books so likely to harbor disease germs; that is, they are not so likely to spread contagious diseases.

Most of what this lesson contains you perhaps know already, but you may need to be stimulated to live up to what you know about handling books, and that is the main thing after all.

**Cleanliness.** If a person moistens his fingers on his lips or tongue to turn the pages of a book and he happens to have a contagious disease, he is probably placing disease germs on the pages of the book where he touches them with his fingers. Then if some one later reads the book and moistens his fingers in turning the pages, he is transferring disease germs from the book to his mouth, and he is likely to get the same disease. No doubt many people have contracted tuberculosis, diphtheria, influenza, and other diseases in this way. *You should make up your mind never thus to moisten your fingers to turn the pages of a book.*

The hands should be clean and dry when books are handled. Books should not be placed on the ground, on the floor, or any other place where they are likely to be soiled. Can you think of any other precautions to prevent the soiling of books?

**Marking the place.** A narrow strip of paper or cloth or a thin cord serves very well as a bookmark. The use of lead pencils, scissors, etc., as bookmarks weakens the binding and shortens the life of the book. The same is true of laying the book face downward to mark the place. Turning down the corner of a leaf is one of the worst ways of all to mark the place.

**How to open a new book.** If a new book is quickly opened wide, the binding in the back is likely to be broken. To prevent this and to make the book open easily and lie flat when laid down face upward, treat a new book as follows:

Lay the book on a table or desk. Take hold of the body of the book (leaves) with one hand and gently press down the front and back covers with the other hand. Now press down a few leaves at the front and back alternately until all are thus pressed down. Do this until the book lies flat or as nearly so as possible when laid face upward on a table.

**Other points.** Notes should not be made in a book unless the book belongs to the one who makes the notes, and not then unless there are good reasons for making them. The marking of parts which the reader especially likes or wants to re-read without re-reading the whole book or chapter is legitimate marking of books by the owner himself. Short comments are also sometimes of value.

Books should not be placed in an overcrowded shelf, as such treatment is likely to loosen the binding and mar the cover. Books should be kept in an upright position on the shelves. The arms should not rest on a book one is reading.

#### EXERCISE

(1) Open a new book according to the directions above given. If there is not a new book at hand, use another book for the purpose of this practice. (2) If you do not have suitable markers for the books which you frequently use, make or get them. (3) Carefully

examine the books which you have recently used and note in what respects any of them have been unnecessarily soiled or worn by improper handling. (4) Look at some library books for the same purpose. (5) Note whether or not there is any crowding of books on the library shelves and what can be done to remedy the condition if it exists. (6) Are the library books kept in an upright position? If not, what can be done to place and keep them in the proper position?



## II. PHYSICAL MAKE-UP OF A BOOK

Books are among the greatest of all inventions, for the reason that they have made possible that general education of the people which in turn has brought about most of the other great inventions, and, in general, because they have made civilization possible. It should therefore be of interest to study the make-up of present-day books. The object of this lesson is to serve as a guide in such a study.

### EXERCISE

Take the cover off a book for which there is no further use, noticing carefully how it is fastened on.

**Sections and back.** Take the rest of the book (the body) apart. Note that it is made up of groups of leaves sewed together; these groups are called **sections**. How many leaves in a section? How many pages?

**Super.** Note a strip of cloth much like cheesecloth glued onto the back. This is called the **super**. It helps to hold the sections firmly together.

Observe that the outer edge of the super is pasted onto the inner side of the cover. This makes a **hinge** between the cover and the rest of the book. Sometimes cords are glued into grooves on the back of the book and then onto the inner side of the cover so as to strengthen the hinge.

**End papers.** Notice that a sheet is pasted over the inside of each cover and onto the inner edge of the outer section, with the free half of the sheet making a leaf. These sheets are called **end papers**.

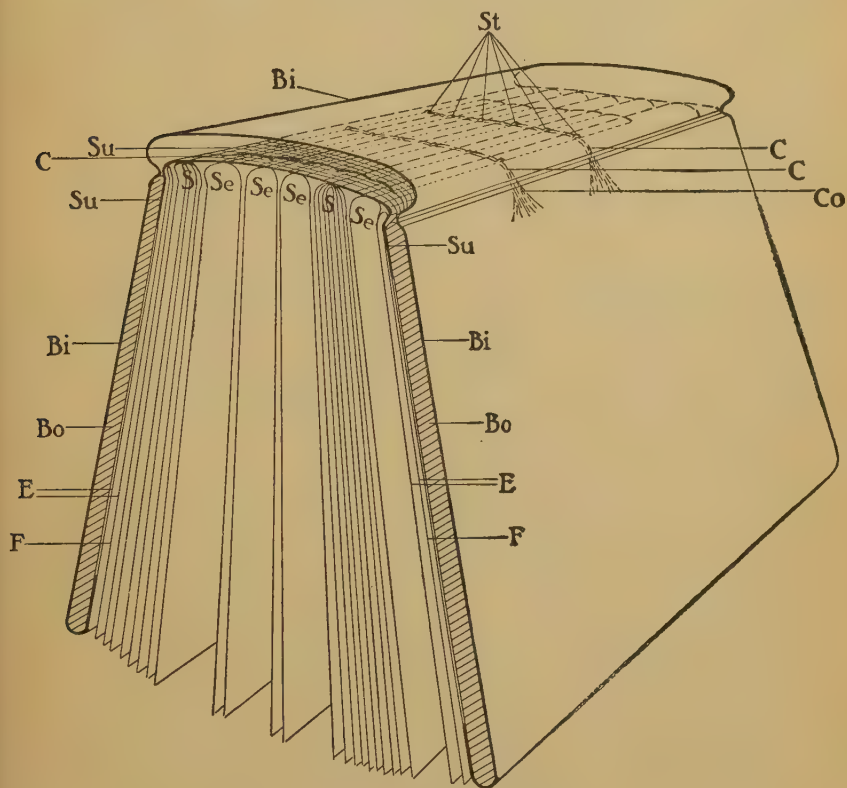
**Fly leaves.** Fly leaves are the blank leaves at the front and back of the book.

**Cover.** Remove the lining from the cover. Note that the cover consists of stiff pasteboard, the so-called "board."

**NOTE:** Find all the above parts in the cut on page 5.

KINDS OF BINDING

If the "board" is covered with cloth, the book is said to be **bound in cloth**; if with coarse linen, stiffened with glue,



*Physical make-up of a book*

Bo—Board cover

Bi—Binding

C—Cord around which stitches are taken

Co—Cord where spread out on inner side of cover

F—Fly leaf

E—End paper

S—Section complete

Se—Section showing only outer sheet

St—Stitches over cord

Su—Super

in buckram; if with paper, in boards; if with leather, in morocco, in cowhide, in sheep, in roan, etc., depending upon

the kind of leather used. A book is said to be bound **in full leather** if entirely covered with leather; **in half leather** if the back is leather and the leather extends one-fourth the distance across the sides, and the corners are covered with leather; **in three-quarters leather** if the leather extends from the back one-third the distance across the sides and the corners are covered with leather. **Paper binding** is that in which the cover consists of paper only. Most paper-covered books are referred to as pamphlets.

Find examples of the different kinds of bindings above defined.

#### HOW THE SECTIONS ARE FORMED

The printing is done on large sheets of paper. Each sheet is then folded so as to make a section. If the sheet is folded only once, we have a very large book called a folio; if folded twice, a book called a quarto; if three times, an octavo; etc. Of course, the more times the sheet is folded, the smaller the pages are.

After the sections have been put together the edges are trimmed; sometimes this trimming is not done by the binder, and then you have to cut the edges before you can read the book.

Fold some sheets of paper. By folding a sheet once, how many pages do you get? By folding it twice? Three times?

Find a book whose leaves had to be cut after it was received.

#### SIZES OF BOOKS

The following are the chief sizes of books, with the names:

Over 12 inches high.....	folio
10 to 12   "   " .....	quarto
8 to 10   "   " .....	octavo
7 to 8   "   " .....	duodecimo
6 to 7   "   " .....	sixteen-mo
5 to 6   "   " .....	twenty-four-mo
4 to 5   "   " .....	thirty-two-mo

## EXERCISE

Find a book for each of the foregoing sizes.

Which size seems to be the most common?

After the lessons on the printed parts of a book and the physical make-up of a book have been studied, you should, if possible, visit an establishment where books are printed and where they are bound.

### III. PRINTED PARTS OF A BOOK

With one of your textbooks or library books before you, make a list of all of the printed parts of the book that you can name.

See how many of the following parts you can find:

title page; copyright date; table of contents; body of the book; index; appendix; illustrations; introduction; preface; dedication; footnote; printing on back of cover; printing on side of cover; chapters; paragraphs.

We will now look at each of these parts more carefully.

#### TITLE PAGE

Find each of the following, looking at several title pages if necessary: title; author; publisher; place of publication; when published. Find these parts on the title pages of several books.

Other information which you may find includes: information about the author; name of the series; edition (such as *New edition*, *Revised edition*, etc.).

**Editor.** You will find on some title pages the words *Edited by*, followed by the name of the **editor**. The editor of a book changes a book in various ways after it has been written by the author, or he may simply make comments on what the author has written. A **compiler** puts together with little or no change material from various sources.

See if you can find a title page which gives the name of an editor; one with the name of a compiler.

**Anonymous books.** Sometimes the author's name is not on the title page. Such a book is called an **anonymous** book.

See if you can find an anonymous book in the library.

**Pseudonyms.** Frequently the author's real name is not given, but a sort of nickname which we call a **pseudonym**. For



example, "Mark Twain" is the pseudonym of Samuel Langhorne Clemens, the author of *The Adventures of Tom Sawyer* and of other well-known books.

Find a book with a pseudonym on the title page.

**Series.** Some books are published in series, such as *Little Cousin Series*, *Little People Everywhere*, etc.

Find a title page with the name of the series printed on it.

**Edition.** Often before a book is reprinted it is changed more or less. We then have a **revised edition** of the book. Such terms on a title page as *2d edition*, *revised edition*, etc., are frequently met with.

Find books on whose title pages the edition is specified.

#### COPYRIGHT DATE

On the page back of the title page a statement something like the following is usually found:

Copyright, 1915, by Rand McNally & Company

This gives an important piece of information about the book, for it names the year in which the book was first published. This is often of importance in enabling us to know how nearly up to date a book is.

Copyrights are granted by the Library of Congress for a period of twenty-eight years, and they can be renewed for a period of twenty-eight years. During the period of the copyright no one but the owner of the copyright or some one to whom he grants the privilege can publish the book.

Can you think of a good reason why copyrights should be granted?

#### EXERCISE I

(1) When will the copyright of your arithmetic expire? When will it expire if the copyright is renewed? (2) Answer this question

in regard to several other books that your teacher may suggest. (3) Does the encyclopedia in the school library contain the latest census figures? Remember that the census is taken in the years ending with zero. (4) Find several books whose copyright has expired. (5) Find books with several copyright dates. The last copyright date is the date when the book was last revised. In judging whether or not it is up to date, then, you must consider the last copyright date.

### TABLE OF CONTENTS

Look in the front part of some books in the library for a **Table of Contents**. With the table of contents before you, answer the following questions:

#### EXERCISE 2

(1) Are the headings arranged alphabetically? If not, how are they arranged? (2) Find several other tables of contents; note whether they are all alike in respect to arrangement; that is, are the headings in the same order as the headings in the body of the book? (3) Is there a table of contents in the large dictionary? In the geography? In your history book? (4) Which most needs a table of contents, a history book or a novel? Why?

### PREFACE

Read the Preface to this book (pages ix-x) and read one or more other prefaces that you can understand. In this way find out if you can what prefaces are for. Your teacher will help you to come to right conclusions.

The headings **Introduction** and **Foreword** mean practically the same as **Preface**.

### BODY OF THE BOOK

That part of a book which follows the preface and other introductory parts and which precedes the index or other parts at the end of the book is called the **body** of the book. We will now take note of how the body of the book is divided.

**Chapters.** Most books are divided into chapters. Look at several books and note the chapters. Give one reason for dividing books into chapters. How do the headings in the table of contents compare with the chapter headings?

**Paragraphs.** Note that the chapters are divided into paragraphs. Are the paragraphs numbered? Look at several books before answering this question.

**Side heads.** In some books there are headings at the beginning of paragraphs. Such a heading is called a **side head**. Note the side-heads on this page. Of what use are side heads?

**Running heads.** At the top of each page or perhaps of every left-hand page the title of the book is usually printed. Look at several books and note what is printed at the tops of the pages. What do you find instead of the title in some books, usually at the top of every right-hand page? Can you tell what is the use of such running heads?

**Paging.** Where are the page numbers usually printed? Can you find a book in which the page numbers are printed at the bottom of the page? In some books the preface and other introductory parts are paged separately from the rest of the book; that is, the paging begins with 1 again when the body of the book is reached. Find an example of this kind of paging. How are the two pagings distinguished in the index?

**Footnotes.** At the bottom of page 29 is a note explaining something printed above which has the same number. Find other footnotes in this or in other books. Instead of figures, letters or symbols are sometimes used.

**Text.** By the **text** is meant all the printing on the page except the chapter headings, side heads, footnotes, paging, etc. The text makes up the bulk of the book.

The expression **above** is frequently used in one part of the text to denote preceding parts, even though they do not come on the same page, but on a preceding page or pages. Note such a use of **above** in Exercise (1), page 156.

**Illustrations.** The pictures in a book are called **illustrations**. A **full-page illustration** is one which takes up the whole page. Find out from the dictionary what a **frontispiece** is.

Find a book with many illustrations; one with a few; one with none. Find a frontispiece. Find a book with **colored illustrations**.

### INDEXES

You doubtless already know that the **index** is for the purpose of helping the reader readily to find the page or pages on which certain subjects are treated or certain material may be found. Let us now study indexes in order to learn how to use them more effectively.

### EXERCISE 3

1. Open one of your textbooks (say your history book) at the index. Find such headings in the index as your teacher will name, and locate in the book the parts referred to.

2. How are the headings (entries) arranged, by pages or alphabetically?

3. Does the index give all the pages on which certain material may be found, or does it give only the first page? Can you find books that differ in this respect? Which do you think is the better way? Why?

4. Find a book which has both an index and a table of contents. Of what use is the index when there is also a table of contents?

5. In the case of a set of books, where do you think that the index should be located? Should there be an index at the end of each volume or should there be an index for the whole set at the end of the last volume? Or should there be both?

6. Find the indexes to some sets of books and note where they are located.

7. What kinds of books ought especially to have indexes? See if you can find a book without an index that ought to have one.

8. What do the following abbreviations, sometimes used in indexes, mean: et seq.; ff.; sq.; sqq.? You will find them explained in the dictionary. Find some of these abbreviations in indexes.

9. Frequently there are several indexes to the same book. For example, a book of poems by one author may have one index by titles and another index by first lines. A book containing poems by a number of authors may have these two indexes and in addition an index by authors. Find a number of examples of books with several indexes.

There is a special kind of index called a **concordance** which you will study later in the lesson on "Literature," under the heading "Reference."

10. Your teacher will give you an exercise in the use of indexes in books at hand.

Hereafter you should make frequent use of indexes.

#### OTHER PRINTED PARTS OF A BOOK

**Appendix.** Look at the appendix in the back part of the dictionary. Find other books with an appendix.

Find in the dictionary that definition of appendix which applies in this case.

**Glossary.** Find out from a dictionary what a glossary is; then see if you can find a book with a glossary.

**Dedication.** Frequently the author dedicates the book to some person or persons. The dedication is usually printed on the second page following the title page. Find an example in a library book.

**List of illustrations and maps.** In some books a list of illustrations included (and of maps, if any) is printed in the front part of the book. Find an example.

**Printing on the cover.** What items of information do you find on the backs of most books? Look at the backs of a number of books before answering this question.

Look for some books with printing on the side of the cover.

What purposes does the printing on the cover serve?





Egyptian hieroglyphics



Picture writing



The manuscript book



The printing press

Copyright by John W. Alexander

*From the "Story of the Book" in the Library of Congress*

#### IV. STORY OF THE BOOK

How were books made before paper was invented? After paper was invented, but before movable types and printing presses had been invented, how were books then made? These are interesting questions. You will find answers to them by reading up on the following topics in encyclopedias, dictionaries, history books, and books which tell especially about the history of books. It is best to read up on the topics in the order in which they are here given:

(1) Assyrian clay tablets; (2) rolls of papyrus, parchment, etc.; (3) manuscript books of the Middle Ages; (4) invention of printing with movable types. When you have done this reading, tell the story of the book in general; also as illustrated in the pictures on this page.

## V. THE DICTIONARY: FIRST SERIES

### UNABRIDGED DICTIONARY

A dictionary which contains practically all the words of a language is called an **unabridged dictionary**. The dictionaries known as *Webster's New International Dictionary*, the *New Standard Dictionary*, and the *Century Dictionary* are examples of unabridged dictionaries. Even unabridged dictionaries, however, do not contain *every* word of a language. There are a number of reasons for this. For one thing, new words are being continually added to a language. For example, the word *camouflage* came into the English language during the World War. The unabridged dictionaries in print at the beginning of the war did not, of course, contain this word. You can very likely name other new words which the World War brought into the language.

### CONTENTS OF THE DICTIONARY

Let us now endeavor to get a good general idea of the contents of an unabridged dictionary. *Webster's New International Dictionary* is recommended for this purpose. In addition to this, the *New Standard Dictionary* and the *Century Dictionary* can be used with profit.

### EXERCISE

With an unabridged dictionary before you, answer the following questions. First, however, look at the table of contents and note that the dictionary is divided into three main parts—the introductory part, the body of the dictionary (sometimes called the vocabulary), and the appendix.

In connection with dictionaries the word *vocabulary* is frequently used. Bear in mind that it means the words arranged alphabetically from *a* to *z*, with indicated pronunciation, definitions, etc.

- (1) How many pages in the introductory part? (2) What subjects are treated in this part? (3) How many pages does the vocabulary (body) contain? (4) What subjects are treated in the appendix? (5) Which part of the dictionary is most frequently used and why?

### FINDING GIVEN WORDS IN THE DICTIONARY

You have no doubt already learned how to find words arranged alphabetically in dictionaries and indexes. But it may be that you need some drill in finding words more quickly and in using the helps provided in dictionaries for this purpose.

First we will have an exercise in arranging words alphabetically.

#### EXERCISE I

Arrange the following words alphabetically:

necessary, home, please, amuse, bookstore, indicate, quaver, day school, tote, o'er, bookstand, catnip, earthy, mother, opinion, country, redolent, queer, quartette, wrong, separate, oversee, good will, India, mother-in-law, good-tempered, overrun, nominate.

Compare your arrangement with that in the dictionary; if you find you have made any mistakes, think why your arrangement was wrong in each instance.

### HOW TO FIND WORDS QUICKLY

**Thumb index.** By thumb index is here meant the letters on the margin of the leaves to show where the words beginning with a certain letter may be found.

Look carefully at the thumb index in the large school dictionary. Open the dictionary at various places and observe that you can always see where the words beginning with any particular letter are to be found.

By means of the thumb index, quickly grasp between the thumb and finger the pages between which the words are found beginning with the letter: *c*; *g*; *o*; *f*; *b*; *r*; *q*; *z*.

**Guide words.** The thumb index helps us to locate the pages where the words beginning with a certain letter are to be found; but we also need some help in finding the particular word we are looking for, after we have found the part of the dictionary in which it is to be sought. For this purpose there are **guide words** at the tops of the pages.

Open the large dictionary or your desk dictionary and observe the words that are in large print at the top of each page. These are the guide words. Let us see how these words will help us find words.

Compare the first guide word at the top with the first word on the page. You will note that they are the same. Now compare the second guide word at the top of the page with the last word on the page. You will note that they are the same. What words, then, will be found on that page?

*We find on any page of the dictionary the words that come alphabetically between the two guide words printed at the top of the page.*

There are three steps in finding words in the dictionary quickly: (1) By means of the thumb index, open the dictionary to the part where the words begin with the first letter of the word you are looking for; (2) by means of the guide words find the page on which the word you are looking for is located; (3) locate on that page the word you are looking for. All this is to be done alphabetically. By always following this order you will soon become expert in finding words quickly.

**NOTE.** In some dictionaries the guide words are for the two facing pages; that is, the first guide word is the same as the first word on the left-hand page, and the second guide word the same as the last word on the right-hand page.

## EXERCISE 2

Find as quickly as you can on what pages of the dictionary the following words are located. Do not find the words themselves, but write down the page for each word. Then when you have done this for all the words, see if you wrote the right pages by finding the words themselves:

obstinate; irksome; sage; trestle; hideous; drumlin; banish; method; semicircle; mystery.

Your teacher will give you additional exercises to develop speed in finding words. A good plan is to arrange some contests to see which member in the class can find, say, ten given words most quickly.

## THE DIVIDED PAGE

Perhaps the large dictionary which you are using has a divided page; that is, a page with most of the words above a line printed across the page (upper section), and then some words in smaller type below that line (lower section). In that case you should look below the line for the abbreviations, foreign words and phrases, and the words very seldom used. In general, when you cannot find a word in the upper section look for it in the lower section.

## EXERCISE 3

Find the following words and phrases, and if any of them are in the lower section tell why:

pref.; bon jour; building; danger; disclaimer; sic semper tyrannis; Hannah; George; i. e.; Finis coronat opus.

## NEW WORDS

In *Webster's New International Dictionary* words that have come into the language since the dictionary was last revised are given in the front part of the dictionary under the heading **Addenda**. Has your large school dictionary such a list of new words? If so, note what some of the new words are which interest you.



## CORRECT SPELLING THROUGH USE OF THE DICTIONARY

It is neither possible nor desirable to learn in school how to spell all the words one will ever have occasion to use. You should therefore get into the habit of consulting the dictionary whenever you are in doubt as to the spelling of a word.

## EXERCISE

Write fifteen to twenty-five words dictated by the teacher. Look over with care what you have written and look up in the large or in your desk dictionary the correct spelling of those words about which you are in doubt. Make the necessary corrections and hand your corrected list to the teacher. You ought not to have one misspelled word in the list which you hand in.

**Compound words.** You will often be in doubt as to whether certain words are written as one word or are separated by a hyphen or are written as distinct words; for example, *schoolhouse*, *story-writer*, *church steeple*.

Write the following combinations correctly, consulting the dictionary when in doubt:

school room; saw horse; hat box; pen holder; horse chestnut; horse collar; pin money; ice boat; ice bound; low born; text book; school grounds; school teacher; good natured; apple tree; score card; minute hand; bird's eye view.

**Dividing words into syllables.** You have very likely learned in the language or grammar class that a syllable should not be divided at the end of a line. To follow this rule it may be necessary at times to consult the dictionary to learn how a certain word is divided into syllables.

Divide the following words into syllables, consulting the dictionary when in doubt:

guitar; enamel; admitted; separate; loser; evening; benefited; arranged; chariot; dutiful; arrival; persistence; preference; mentally.

**Plurals.** Plurals of nouns are given in the dictionary. Write the plurals of the following nouns, referring to the dictionary when

necessary (in the dictionary the plural form is given at the right of the form for the singular):

mulatto; madam; chamois; money; sanitorium; index; genus; genius; trout; focus; larva; cannon; son-in-law; fish; talisman.

**Words with two correct spellings.** When the dictionary gives two spellings for a word, either one may be used, though the first spelling is the one that is given the preference.

Find in the dictionary two spellings for each of the following words, writing the spelling which you would use above the other in each case:

ay; catalog; plow; pur; nought; practice.

**Capitalization.** Whether or not a word should always be capitalized is indicated in the dictionary. This is done by capitalizing only those words in the vocabulary which should always be capitalized. If the word is to be capitalized for certain meanings only, then that is usually indicated by the use of [cap.] for capitalize or perhaps by means of [l. c.], meaning lower case or small letter, for the opposite.

Which of the following words should be capitalized? Consult the dictionary to verify your answers:

(1) morocco (a kind of leather); (2) leghorn (a breed of chickens); (3) southdown (a breed of sheep); (4) a. m.; (5) india rubber; (6) china (porcelain); (7) amazon (a tall, strong, masculine woman); (8) north (the northern part of the United States); (9) franklin stove; (10) india ink.

#### PRACTICAL APPLICATION

From this time on you should not hand in any written work nor write a letter or other composition, in school or out, with any misspelled words. Refer to the dictionary in all cases of doubt.

#### ABBREVIATIONS INTERPRETED BY THE DICTIONARY

##### ABBREVIATIONS IN GENERAL USE

You are familiar with such common abbreviations as Mr., Mrs., a. m., p. m., etc. You will now and then come across an

abbreviation which you cannot interpret. The dictionary is then to be consulted. In *Webster's New International Dictionary* you will find the abbreviations in alphabetical place in the vocabulary, in the lower section of the pages, with very few exceptions. In the *New Standard Dictionary* most of the abbreviations will be found tabulated under the word *abbreviation* in the vocabulary. The few exceptions are explained in the front of the dictionary.

## EXERCISE I

Find the explanation of the following abbreviations in the dictionary. Note that the dictionary shows whether or not they are to be capitalized. Use the large dictionary for at least a part of the words:

e. g.; i. e.; l. c.; C. O. D.; Md.; M. D.; *ibid.*; B. C.; G. O. P.; *pro tem.*; A. D.

Learn by consulting the dictionary the correct abbreviations for the names of any two states in regard to whose abbreviations you are in doubt.

## SPECIAL ABBREVIATIONS USED BY THE DICTIONARY ITSELF

In order to print as much in a given space as possible, the dictionary uses many special abbreviations of its own. Otherwise it would be even a much bulkier book than it is.

Generally the special abbreviations used by a dictionary are explained on the pages just preceding the vocabulary; that is, before the list of words beginning with the letter *a*.

## EXERCISE 2

Find the list of abbreviations used in the dictionary.

Make a list of the abbreviations used in the dictionary in connection with the following words. Tell what each abbreviation means. Omit the part in brackets. Use the large dictionary for at least the last two words:

alas; bay window; Bible; within; crawl; forewarn.

## THE DICTIONARY AS A GUIDE TO PRONUNCIATION

The object of this lesson is to make sure that you can learn from the dictionary how to pronounce correctly any word with regard to whose pronunciation you are in doubt.

Two things are necessary in order to pronounce a word correctly: (1) to accent the right syllable or syllables; (2) to give the correct sounds to the letters.

## ACCENT

Your teacher will give you a preliminary drill by having you accent any syllable that she may point to in given words written on the blackboard.

## EXERCISE I

Copy the words in the following paragraph and copy the accent as given in the dictionary; then pronounce them. If two syllables are marked with an accent, the one with the heavier mark gets the stronger accent, the other a weaker accent. Your teacher will give you the necessary help.

instinct (noun); entrance (verb); placard (noun); address (verb); undertake; prefix (verb); placard (verb); invalid (adjective); circumnavigate; invalid (noun); affability; ally; contrast (verb); municipal; incommunicability; entrance (noun); instinct (adjective); contrast (noun).

You should not give up this kind of drill until you can easily accent words as you find them marked in the dictionary. Your teacher will give you such additional drill as may be necessary for this purpose.

THE KEY WORDS AS GUIDES TO THE CORRECT  
SOUNDS OF LETTERS

Suppose you want to find out how to pronounce the following words:

élite; finale; gyves; knout; yuletide.

Find each of the foregoing words in the dictionary. Observe that each word is respelled in parenthesis at the right of the word itself. This is for the purpose of telling you how to pronounce the word correctly. But in order always to know how to use these respellings one must know how to use the key words at the bottom of the pages of the dictionary.

We will illustrate how to use the key words by taking the word *worsted* as an example. Suppose it is found in the dictionary this way: "worsted (wōōs'tēd)." Suppose that two of the key words are: "ēnd; . . . . fōōt." We may now say: "The *oo* in the first syllable is pronounced like *oo* in *foot*, namely, (here say the short *oo* sound). Hence the first syllable is (here pronounce the first syllable of the word). The *e* in the second syllable is pronounced like *e* in *end*, namely, (here say the sound of *e* short). Therefore the second syllable is (here pronounce the second syllable). The word is accented on the first syllable. Hence the word is (here pronounce the word)."

#### EXERCISE 2

First, your teacher will give you drill on the key words for the sounds of the letter *a*, then of *e*, then of *i*, then of *o*, then of *u*, then of such other letters as she may select. When this has been done, use the key words in learning the pronunciation of the following words:

gala; gape; gasp; daub; aëry; carat; concur; cabal; bomb; brochure; ducat; élite; excise; finale; fugue; garish; giraffe; gyves; Giaour; laugh; trousseau; turbine; yuletide; herb; knout; saliva; encore; mêlée; magi; massage.

Whenever after this you look up the pronunciation of a word, be sure to use the key words when at all necessary.

#### DEFINITIONS OF WORDS IN THE DICTIONARY

Probably the most valuable single use of the dictionary is for learning the meanings of words that are new to us. This lesson is intended to help you learn to do this quickly and correctly.



Suppose you wanted to find the definition of the word *tenor* in the following sentence: "What was the *tenor* of his remarks?"

You find the word in one dictionary as follows:<sup>1</sup>

**ten/or** (tĕn/ĕr), *n.* [*L.*, *fr.* *tenore* to hold; hence, properly, a holding on in a continued course; cf. *F.* *teneur*. See **TENABLE**; cf. **TENOR** a kind of voice.] **1.** A state of holding on in a continuous course; general tendency or direction; course; career.

They kept the noiseless *tenor* of their way. *Gray.*

**2.** That course of thought which holds on through a discourse, writing, or the like; the general drift of thought; purport; intent; drift; as, the *tenor* of a speech.

Does not the whole *tenor* of the divine law positively require humility and meekness to all men? *Sprat.*

**3.** Stamp; character; nature.

This success would look like chance, if it were not perpetual, and always of the same *tenor*. *Dryden.*

**4. Law.** An exact copy of a writing, set forth in the words and figures of it. Setting forth a document according to its *tenor* necessitates giving an exact copy of it, as distinguished from setting it forth according to its purport and effect.

**5.** [*F.* *ténor*, or its source, *It.* *tenore*, *L.* *tenor*, properly, a holding; — so called because the *tenor* voice took and held the principal part, the *cantus firmus* or plain song, to which the other voices supplied a harmony above and below: cf. *OF.* *teneur*, *tenor*.] *Music.* **a** The higher of the two kinds of voices usually belonging to adult males, having a compass between about *c* and *c'* (see 5th *PRICH*, 12). Hence, the part in the harmony adapted to this voice; the second of the four voice parts, reckoning from the bass, and originally the air, to which the other parts were auxiliary. **b** A person who sings the *tenor*, or the instrument that plays it, as the *viola*. **c** *Medieval Music.* (1) The fermata or pause on a final note. (2) The compass or ambitus of a mode. (3) The repercussion or dominant of a mode. **d** See under **CHANGE RINGING**.

**Syn.** — See **TENDENCY**.

**ten/or**, *a.* *Music.* Of or pertaining to the *tenor*; performing the *tenor*. — *tenor clef.* See **CLEF**. — *t.* *violin*, a *viola*.

You notice that *tenor* is given twice, first with the letter *n* following it, and, farther down, with the letter *a* following it. The list of abbreviations used in the dictionary tells us that *n.* is the abbreviation for *noun* and *a.* for *adjective*.

You must first decide whether *tenor* in the above sentence is a noun or an adjective. It is of course a noun. Therefore you look among the definitions under the word *tenor, n.* You notice that the definitions are given in five numbered paragraphs. You must select the right definition in one of these paragraphs. In paragraph 2 the definition *drift* seems to be the correct one; for if we say, "What was the *drift* of his remarks?" we get about the same meaning as when we say, "What was the *tenor* of his remarks?"

In reporting on this word in class we might say that the correct definition is *drift* in paragraph 2 under *tenor, n.*

<sup>1</sup>Webster's New International Dictionary, copyright 1909, 1913, by G. & C. Merriam Co. Used by permission.



If we write it down briefly to bring to class, it would be well to write it as follows:

Word	Where definition is given in the dictionary	Definition
<i>tenor</i>	<i>tenor</i> , n. 2	<i>drift</i>

## EXERCISE

Look up the definitions of the words italicized in the following sentences, and tabulate your results as has been done for the word *tenor*, above:

(1) There is probably little truth in the popular *notion* that snakes *charm* birds. (2) When the dinner was all done, the *cloth* was *cleared*, the hearth was swept, and the fire made up. (3) It was *right* good of you to invite them. (4) Things went from bad to worse for a *spell*. (5) Why do the heathen *rage*? (6) This terrible deed puts him outside the *pale* of civilization. (7) To keep from starving they ate the *hips* and *haws* of the lanes and woods. (8) It is not *meet* that they should quarrel at the *meet*. (9) His *stint* completed, he joined his comrades at play. (10) If he has a good appetite, do not *stint* him, but let him have plenty of good food.

## PICTORIAL ILLUSTRATIONS IN THE DICTIONARY

You have noticed that there are many pictures in the dictionary. Let us now learn to make use of these pictures when we are looking up words whose definitions they illustrate.

## ILLUSTRATIONS ACCOMPANYING DEFINITIONS

## EXERCISE I

Find in the dictionary each of the following words; if there is a picture accompanying it, look at it carefully and compare it with the definition of the word and with the description of the picture if one is given. Be ready to tell the class about two of the words illustrated:

hourglass; davit; bevel wheel; shrapnel; trestle work; xylophone; siphon; lister; castle.

Usually below the pictures of animals you will find some fraction, such as  $\frac{1}{2}$  or  $\frac{1}{4}$ . You very likely have already correctly concluded that this means that the picture is  $\frac{1}{2}$  or  $\frac{1}{4}$  the height or length of the animal itself. With this in mind, estimate the size of the following animals by referring to the dictionary:

Height: lion; giraffe; orang-outang. Length: right whale; tiger.

#### CLASSIFIED ILLUSTRATIONS

In the back part of the large dictionary you are likely to find many pictures arranged according to subjects, such as agriculture, carpentry, fishes, etc.

#### EXERCISE 2

Find pictures illustrating the following subjects; mention one picture in each class that particularly interests you. Note the alphabetic arrangement:

carpentry; musical instruments; tools; birds; botany.

#### PLATES

Some illustrations in the dictionary take up a whole page and are printed on a different kind of paper from that of the rest of the dictionary. Such illustrations are called **plates**; and if the pictures are colored, they are called **colored plates**.

#### EXERCISE 3

Find a number of plates in the dictionary. Many of them are likely to be found in the front part; you will find others with the words which they illustrate.

Answer these questions by referring to plates in the dictionary:

(1) Describe the flag of France. (2) Of Turkey. (3) Describe the "arms" of the United States. (4) Of your own state. (5) Describe the seal of your own state. (6) The seal of some other state which especially interests you. (7) What flag means rain? Snow? (8) A cold wave? (9) Describe the flag of Siam. (10) Find a plate showing the coins of different countries. Describe one of the coins which is new to you and which especially interests you.

## THE GAZETTEER IN THE DICTIONARY

You will often read or hear about cities, rivers, mountains, lakes, and other geographic features whose location, size, etc., you would like to know. One of the best sources of brief information of this kind is the dictionary, the items being usually grouped in a **gazetteer** in the back part.

## EXERCISE

Find the gazetteer in the large dictionary. Glance through it and get an idea of what it contains.

You will notice some abbreviations and signs used. Find where these are explained.

Where are the key words for indicating the pronunciation?

Find the following in the gazetteer, pronounce the names, and read what is said of each, being sure to look up the abbreviations and signs which you cannot otherwise understand:

Golden Horn; Tom; Piave; Karnak; Fairfax; Château-Thierry; No Man's Land; Riviera; Xingu; Sarajevo; Jeff Davis; Aisne; Wash; Chihauhau; Veii; Helgoland; your own county; the county seat of your county; Marne; Ulster.

## PRACTICAL APPLICATION

Make a list of the features which you look up in the gazetteer during the next two weeks in connection with what you read in newspapers, magazines, etc. Your list should contain at least five names.

## BIOGRAPHICAL INFORMATION IN THE DICTIONARY

We are often interested in learning when and where famous people of the past lived, what they were especially noted for, and how their names are spelled and pronounced. We frequently want similar information about noted people now living. Your large school dictionary probably has in the back part of it a **pronouncing biographical dictionary** in which such information is given in brief form. If not given there, the names may be

found in the body of the dictionary among the other words. The *Century Cyclopedia of Names* (one of the volumes of the *Century Dictionary and Cyclopedia*) is a valuable reference source for brief biographical information.

#### EXERCISE I

Select five names in the following list which you most care to look up in the dictionary and be ready to tell about each in class (in case some are not included in the dictionary, find them elsewhere):

Helen Keller; Rudyard Kipling; Admiral Dewey; Louisa May Alcott; Jack London; Theodore Roosevelt; Andrew Carnegie; John D. Rockefeller; Goethals; Pasteur; General Joffre; General Pershing; David Lloyd George; General Foch.

#### EXERCISE 2

(1) Find information in the dictionary in regard to two noted persons about whom you have recently read in the newspapers. (2) Who was Edward Jenner and when did he live? (3) When was Leo XIII pope and when did he die? (4) When was Marconi, the inventor of wireless telegraphy, born? Edison? (5) When did King Arthur live? (6) Who was Barbarossa and when did he live? (7) Who was Dick Turpin? (8) What was Buffalo Bill's real name? (9) What countries have had kings known as Henry IV? (10) Prepare a question which some other member of the class is to answer by referring to this part of the dictionary.

#### PRACTICAL APPLICATION

Within the next two weeks, or other time prescribed by the teacher, look up in the dictionary from five to ten names of persons about whom you have read in the newspapers or magazines since the above exercises were recited upon.

## VI. GENERAL ENCYCLOPEDIAS

It is convenient to have at hand a set of books which contain information on almost every subject and in which the matter is arranged in such a way that the page or pages on which any particular subject is treated can easily be found. Such a set of books is known as a **general encyclopedia**. It will be profitable to learn well how to use such an encyclopedia.

We do not here have reference to encyclopedias which deal only with special subjects, such as *Champlin's Cyclopedia of Literature and Art*. These latter are known as **special encyclopedias**, and are very useful at times. General encyclopedias usually consist of from six to twenty-five or more volumes.

At the present time (1920), the principal larger encyclopedias are:<sup>1</sup> *Americana*; *Britannica*; *Nelson's Loose Leaf*; *New International*.

There are a number of encyclopedias of from six to ten volumes that are very serviceable for school purposes. Everyone, however, should become acquainted with one or more of the best larger encyclopedias.

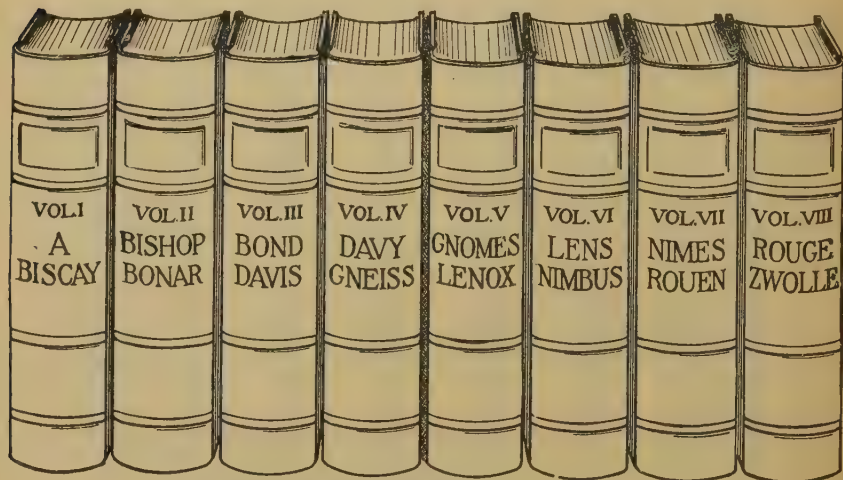
### EXERCISE I

Glance through the volumes of a general encyclopedia to get a general idea of its contents and arrangement. With the encyclopedia before you, answer the following questions:

(1) How can you quickly determine in which volume a given article is to be found? (Look at the backs of the books.) (2) Is there any way of finding an article more quickly than by looking from one article to the next? (Look at the tops of the pages.) (3) What is the name of this encyclopedia? By whom and when was it published? (4) What is the latest copyright date? (5) Judging by the latest copyright date,

<sup>1</sup> Titles of the encyclopedias are arranged alphabetically.

are the figures of the last United States census included in the statements as to population, products, etc.? Remember that the census is taken in the years ending in zero, that is, 1910, 1920, etc. (6) If the encyclopedia is several years old, think of a number of subjects on which it is not up to date. (7) Has the encyclopedia an index? (8) Is the pronunciation indicated?



*A general encyclopedia, showing index words*

## EXERCISE 2

**Arrangement.** The above cut represents the backs of the volumes of an encyclopedia with the name of the encyclopedia omitted. Tell in which volume each of the following articles will be found:

Halifax; dwarf; concrete; zinc; robin; acetylene; eclipse; pygmy; shark; Arbor Day; immigration; Berlin; submarine; balloon; Nubia; West Indies; Florida; London; cotton; boomerang; kingfisher.

Find and read in an encyclopedia three of the above articles. Select for this purpose the articles in which you are most interested.

*Arrangement of subjects expressed by two or more words.* It is sometimes puzzling to know where to look for an article expressed by



several words. Find the following articles; if you cannot find them under one of the words, try another. Before looking, make up your mind under which part you are most likely to find it.

Christopher Columbus; Mount Blanc; Lake Superior; Uncle Sam; Civil War; Robin Hood; Sea of Azov; Oliver Twist; Peter the Hermit; John Greenleaf Whittier; Black Hole of Calcutta; Underground Railroad; Isthmus of Panama; Washington Monument; Julius Caesar; Saint Augustine; Alexander Pope; Pope Leo XIII; Lord Baltimore; Queen Victoria; Joan of Arc.

How do you account for the differences in arrangement of *Christopher Columbus* and *Oliver Twist*? (Possibly you cannot find *Oliver Twist* in your encyclopedia. If so, what kind of names does it omit?)

Note the arrangement of the names of the following kings:

Henry IV, King of Germany; Henry IV, King of France; Henry VIII, King of England.

Which of these comes first; which second; etc.? Why?

**Scope of the encyclopedia.** If one knows what kinds of subjects are treated in an encyclopedia and which articles are likely to be up to date, time will be saved.

On which of the following topics are you likely to find information in the encyclopedia which you are using? Verify your answer in each case by trying to find the topic in the encyclopedia.

(1) Mountains. (2) Who is the governor of Canada? (3) Who are the present members of the President's cabinet? (4) What are the principal farm crops raised in Chili? (5) Who invented the telephone? (6) Find an account of the life of Grover Cleveland. (7) How many automobiles are in use in the United States? (8) Tell how to make a kite. (9) Is a whale a true fish? Why? (10) Find an article on the history of Australia.

**Index.** If there is an index to the encyclopedia, look up all the articles on two or three of the following subjects:

tobacco; slavery; hair; anthracite coal; blue jay; Central Park, New York; railways; navies; Revolutionary War (American Revolution); Shetland ponies; Mocha coffee.

Of what use is an index in an encyclopedia, the articles being arranged alphabetically?

**Cross references.** Look at the ends of a number of articles and see if other articles containing material on the same subject, in the encyclopedia, are referred to. These are called **cross references**. Look up some of the cross references on a subject in which you are interested.

**References to other books.** See if some articles do not have a list of books at the end of the article to which the reader is referred for further information. Such lists of books are called bibliographies.

**Keeping encyclopedias up to date.** Among the ways by which encyclopedias are kept more or less up to date are: (1) by means of yearbooks; (2) by the loose-leaf plan, new pages being added from time to time; (3) by means of new editions. Of which of these ways can you find examples?

**By whom the encyclopedia was prepared.** The value of an encyclopedia will depend much upon the education, ability, and training of those who prepared it. Usually something is said about these people in the front part of the first volume. See what you can find there in the encyclopedias at hand.

## VII. ATLASES

We often read or hear about places which we should like to locate if we could do so without too much trouble. You have perhaps already learned to use the gazetteer in the dictionary for this purpose; also possibly the encyclopedia. But the kind of book which we are now to study, namely, the **atlas**, is intended for this purpose almost exclusively.

### EXERCISE 1

Look through the atlas in the school library to get a general idea of what it contains in the way of maps, indexes, and other features.

(1) Does the atlas contain maps of cities? (2) Is there an index? If so, where is it located? If there is more than one index, tell what kind of information each index lists and where it is located. (3) Are there indexes on the margins of some of the maps? If so, how are they to be used? (4) If there are several different atlases in the school library, examine each of them and note in what important respects they differ from one another. If you have access to the public library, examine the atlases there also.

### EXERCISE 2

By means of the table of contents or the index find in the atlas maps of the following:

Montenegro; Natal; Eritrea; Indo-China; United States; England; Australia; Tasmania; Ceylon; Nebraska.

### EXERCISE 3

By means of marginal indexes find the following:

Rheims (France); Göttingen (Germany); Monterey (Mexico); Macoupin County (Illinois); County Cork (Ireland); Broadway (New York City); Novgorod (Russia); Canterbury (England); Amoy (China); Tromsø (province in Norway).

## EXERCISE 4

Find the following in the atlas. If you do not find them in the index to the atlas, consult the gazetteer in the dictionary for the purpose of finding in what country they are located and then turn to the map of the country in the atlas and locate them:

Bhutan; Beirut; Timbuktu; Riviera; Gironde; Brest-Litovsk; Seoul; Perm; Somme; Ypres; Albania; Monte Cristo; Molokai; Monadnock; Przemyśl.

## EXERCISE 5

(1) How far are you in a direct line from Washington, D. C.? (Use scale of miles.) (2) How far is it from Washington, D. C., to San Francisco? (3) Compare the length of the Mississippi with the direct distance from its source to its mouth. (4) Through what principal cities would you travel in going from New York City to San Francisco by a route that would take you through Omaha? (5) What are some of the principal cities on the Siberian Railway? What is its eastern terminus? (6) What are the principal steamship centers on the western shore of the Pacific Ocean? On the eastern shore? (7) Which three states of our country seem to have the fewest miles of railroad in proportion to area? (8) What is the central place for steamship lines crossing the Pacific Ocean? (9) Where are the following islands and to what country does each belong: Guam; Samoa; Mauritius; St. Helena? (10) What and where are: Adrianople; Arno; Bronx; Aix; Gallipoli?

## PRACTICAL APPLICATION

Make a list of the places which you will have had occasion to look up in the atlas during the next two or three weeks; bring the list to class for the teacher's inspection.

You should hereafter make frequent use of the atlas in connection with your reading and studying.

## VIII. YEARBOOKS

Read a number of the questions in Exercise 2, page 36. You will notice that such questions ask for information on interesting and important matters which change from year to year. Questions of this kind cannot be answered by reference to the encyclopedia or to other reference books of which new editions are issued only once in several years. For such constantly changing reference material there are issued what are called **yearbooks**; that is, books which are issued annually for the purpose of supplying information which changes from year to year.

We shall study as an example of a good yearbook the *World Almanac*. This yearbook is issued by the *New York World*, a daily newspaper published in New York City. The *Daily News Almanac*, published by the *Chicago Daily News*, is another well-known yearbook. There are yearbooks published by other daily newspapers, and it may be that your class will use one of them for the purposes of this lesson. The *World Almanac* and other yearbooks of that kind are sold at a very low price. It would be well worth while for homes to secure the new edition each year.

### EXERCISE I

Look through the yearbook for the purpose of getting a good general idea of its contents and arrangement.

Where are: the general index? the advertisements? the index to the advertisements?

Make a list of half a dozen things that interest you as you glance through the book.

About which of the following subjects would you not be likely to find information in a yearbook and why?

colleges; rainfall; clouds; blindness; holidays; rainbow; lungs; tuberculosis; books; debating.

Verify your answer in each case by using the index of the yearbook used for this lesson.

You will observe in doing this exercise that the year given on the back of the almanac is the year *after* the year for which it gives the latest facts; for example, the 1920 almanac gives the facts for 1919.

#### EXERCISE 2

Find in the yearbook answers to the five or more of the following questions in which you are most interested:

(1) How many officers and enlisted men in the United States navy? In the United States army? (2) What was the total value of farm products in our country in the last year for which the yearbook gives the figures? (3) Who is the commander-in-chief of the Grand Army of the Republic? (4) Which three languages are spoken by the most people? (5) What is the best running broad jump ever made? By whom, and when? The best standing jump? (6) At what o'clock does the sun rise today? Set? (7) How much is the national debt of the United States? (8) When will the next eclipse of the moon occur? (9) How many bushels of corn were grown in the United States last year? (10) What is the value of the franc in our money? Of the Danish crown? (11) How many soldiers of the Civil War are drawing pensions? (12) How many immigrants came to the United States last year? (13) What is the best trotting record ever made and by what horse? (14) How many popular votes did President Wilson receive the second time he ran for the presidency? How many did his nearest competitor receive?

Other important yearbooks include: the *New International Yearbook*, and the *Statesman's Year-Book*. If you have access to any of these, look them over and get some idea of their contents and how to use them.



## IX. THE DICTIONARY: SECOND SERIES

### PHRASES DEFINED IN THE DICTIONARY

Not only single words, but also phrases are defined in the dictionary; for example, *to go a-begging*, *to catch one's eye*, *to sing out*, etc.

#### EXERCISE

Find the following phrases in the dictionary and tell what each means, illustrating with a sentence:

(1) to walk Spanish; (2) to run to seed; (3) to sing small; (4) to take the air; (5) to walk the chalk; (6) hands down; (7) to eat one's words; (8) to set at naught; (9) the common run; (10) to kick over the traces.

You will have noticed that such phrases as the above are arranged alphabetically in groups under the first word of the phrase (not counting *to* and *the*).

Other phrases are given as if they were single words, each phrase having its place among the words defined.

Find the following phrases of this kind and learn the meaning of each:

(1) National salute; (2) Holy Grail; (3) naked eye; (4) coast guard; (5) round robin; (6) Douglas spruce; (7) evening star; (8) mackerel sky; (9) Peter's fish; (10) torpedo planter; (11) loggerhead sponge.

### SOME OF THE PROPER NAMES IN THE DICTIONARY

#### PERSONAL NAMES

Most given names (first names or forenames) come from words that have a definite meaning. Many of these are explained in the dictionary.

## EXERCISE I

Select five names in the following list and learn from the dictionary what each means:

Clara; Philip; Miranda; Robert; Ruth; Ethel; Albert; Martin; Andrew; Bertha; Eva.

Look up the meaning of your own name.

## NICKNAMES

Some noted persons, places, and events have been given nicknames by which they are often known. For example, Colonel W. F. Cody was frequently called *Buffalo Bill*; the South is often called *Dixie*; the state of New York is frequently referred to as the *Empire State*; etc.

## EXERCISE 2

Below are some nicknames to be looked up in the dictionary:

The Learned Blacksmith; Bobs; Old Abe; Big Ben; the Windy City; Big Four; Little Phil; South Sea Bubble; Gotham; Land of Steady Habits.

## BIBLE NAMES

Bible names are frequently used in literature and other writings, and you will now and then have occasion to look up their pronunciation or spelling and perhaps brief information connected with such names. All this you will find in the dictionary. Where the account may be found in the Bible is also given, and this is helpful for further reference. Brief accounts are also given in connection with such names.

## EXERCISE 3

Look up in the dictionary at least five of the following Bible names, learn their pronunciation, and be able to tell in substance what the dictionary says about each:

Baal; Shadrach; Canaan; Balaam; Jephthah; Methuselah; New Jerusalem; Stephen; Beersheba; Goshen.

NOTED NAMES IN FICTION EXPLAINED IN THE  
DICTIONARY

You have read stories in which some of the imaginary persons places, and events have seemed very real to you. For example, one can hardly realize that Robinson Crusoe was not a real person and that his man Friday never existed. Think of other characters which seemed very lifelike to you when you read about them in stories.

Certain characters (persons), places, and events in stories are often referred to in literature. You are likely to find them explained in the dictionary.

## EXERCISE

Select at least five of the following and look them up in the dictionary:

Fagin; Pippa; Colonel Sellers; Uriah Heep; Lilliput; Sherlock Holmes; Aladdin; Utopia; El Dorado; Sam Weller.

MYTHS, LEGENDS, AND FOLKLORE STORIES BRIEFLY  
TOLD IN THE DICTIONARY

In your reading you will frequently come to references to myths, legends, and folklore stories. When the story mentioned is unfamiliar to you, consult the dictionary.

## EXERCISE

Consult the dictionary for brief accounts of the following:

Juno; Aeneas; Golden Fleece; Asgard; Cyclops; Holy Grail; Niflheim; Siegfried; Centaur; Sleeping Beauty; Hercules; Cinderella.

## X. ARRANGEMENT OF BOOKS ON THE SHELVES

If books in a library are readily to be found, it is necessary to arrange them on the shelves according to some definite plan. To arrange them by their sizes or color of binding would be according to a definite plan, but one that would be of no value whatever. It is convenient to have all the books on the same subject together; for example, books on plants, books on birds, books on history, etc. This is the plan followed in libraries.

### CLASS NUMBERS

In order to make it easy to arrange books by subjects, each subject is given a **class number**. For example, books about animals are given the class number 590; books about plants, 580; books about music, 780; etc. The table on pages 44-45 is a table of class numbers given in part only. It is intended for children's books, although the numbers given are also used for books for adults, for which there are in addition many other class numbers used. Usually a plus sign (+) is placed before or above the class numbers of children's books, so that they will be replaced on the shelves holding the children's books. It may be that the class numbers in the library that you use will differ somewhat from those given on pages 44-45, but the table will serve to give you a general idea of class numbers.

Note especially the ten main classes, as follows:

000 to 099	General works (encyclopedias, etc.)	200 to 299	Religion and mythology
100 to 199	Philosophy (themind, reasoning, ethics, etc.)	300 to 399	Sociology (government, education, etc.)

400 to 499	Language	700 to 799	Fine arts (painting, music, etc.)
500 to 599	Natural science (astronomy, physics, etc.)	800 to 899	Literature, (poetry, plays, etc.)
600 to 699	Useful arts (health, agriculture, business methods, etc.)	900 to 999	History (including geography and biography)

The class numbers are written on the backs of the books or on labels on the backs of the books, and then the books are arranged according to these class numbers, beginning at the left with the lowest class number and ending at the right with the highest class number; that is, the numbers are arranged like the words on a page.

#### EXERCISE I

Write the following class numbers in the order in which the books on whose backs they are written should be arranged on the shelves:

946; 170; 680; 398; 910; 650; 940; 320; 973; 811; 800; 595; 537; 750; 550; 973.2; 973.1; 941.

#### CALL NUMBERS

Books with the same class number are arranged alphabetically by the surnames of the authors. For this purpose one or more of the first letters of the author's surname with perhaps one or more figures are written below the class number. The letters and figures referring to the author's surname are called **author numbers**. In the case of a biography dealing with only one person (individual biography), however, the first letters of the surname of the person *written about* are used in determining what is to be written below the class number. This is done so that all the books about one person—Lincoln, for example—will come together on the shelves. The class number and the author number below it make what is called the **call number**.

Books are arranged by their call numbers on the shelves, as illustrated in the cut on page 43. Fiction is usually given only author numbers. The books on the bottom shelf in the cut on page 43 are works of fiction. Note that they are arranged alphabetically by their author numbers.

If two or more books have the same class number, they are arranged alphabetically by the letters in their author numbers. If class numbers and letters are the same, then they are arranged according to the figures in the author number, the lower number being placed first. If there are two or more books in the same class by the same author, the author numbers will be exactly alike. In that case it is commonly the practice to place the first letter of the first word (excepting *a*, *an*, or *the*) of the title at the end of the author number. Then the books are arranged alphabetically by these letters. See the call numbers on the backs of the fourth, fifth, and sixth books on the bottom shelf, page 43. The first of these books may be Dickens' *Nicholas Nickleby*, the second Dickens' *Old Curiosity Shop*, and the third Dickens' *Tale of Two Cities*.

#### EXERCISE 2

1. Write the call numbers printed below in the order in which the books should stand on the shelves:

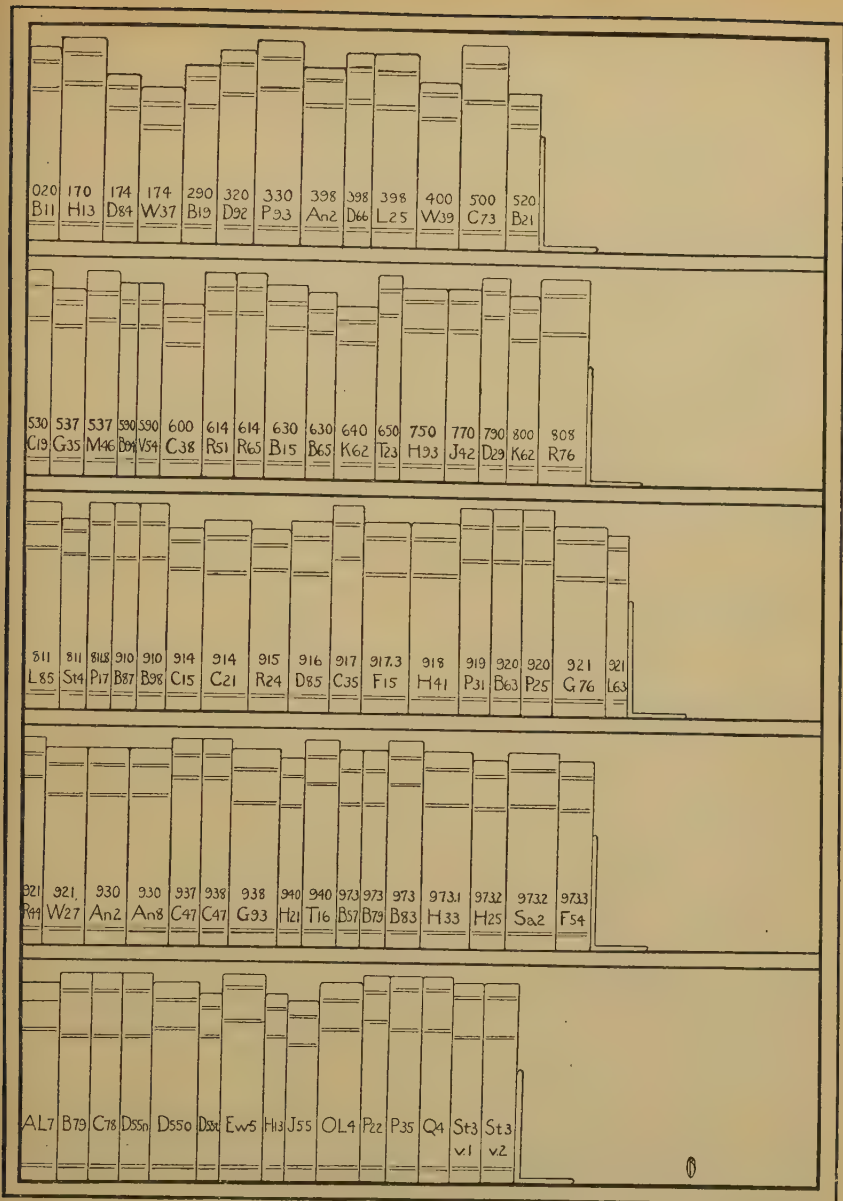
630 398 590 290 398 398 614 398 630 398 590  
H10 AL76 Sci47 Em19 K15 An45 G14 Ap76 H3 K8 Sa45

2. Tell where each of the books with the call numbers given in the preceding exercise should be placed on the shelves represented in the cut on page 43; that is, between which books already on the shelves.

3. The teacher will hand you some books which you are to arrange by their call numbers.

4. Go to the shelves and find some books of which the teacher will give the call numbers.





*Arrangement of books on the shelves*

(For explanation, see page 41, under the heading "Call Numbers")

SIMPLIFIED TABLE OF CLASSIFICATION FOR JUVENILE BOOKS  
DEWEY DECIMAL SYSTEM

Class Number		Class Number	
<b>000</b>	<b>General works</b>	571	Primitive man
016	Subject index. Bibliography	580	Plants
020	Library work	590	Animals and animal stories
030	Cyclopedias	595	Insects
050	Periodicals	597	Fish
<b>100</b>	<b>Philosophy</b>	598	Birds
170	Conduct of life	<b>600</b>	<b>Useful arts</b>
174	Vocational guidance	600	Industries. Inventions
<b>200</b>	<b>Religion and mythology</b>	613	Gymnastics
220	Bible stories	614	Health and sanitation
290	Myths	614.8	Fire prevention and fire protection
<b>300</b>	<b>Sociology</b>	620	Machinery
310	Yearbooks. Statistics	625	Roads
320	Government	630	Gardening. Agriculture
327	Peace	640	Home making. Food
330	Economics	645	House furnishing and deco- ration
355	Army. Military science	646	Clothing
359	Navy. Naval science	650	Business methods
370	Education	680	Handicrafts. Manual train- ing
398	Fairy tales. Fables. Folk- lore. Legends	<b>700</b>	<b>Fine arts</b>
<b>400</b>	<b>Language</b>	700	Fine arts—General
<b>500</b>	<b>Natural science</b>	730	Sculpture
500	Science and nature—General	750	Painting and drawing
520	Astronomy	770	Photography
530	Physics	780	Music
537	Electricity	790	Amusements. Sports
540	Chemistry	<b>800</b>	<b>Literature</b>
550	The earth. Minerals	800	Standard prose and adapta- tions
570	Plant and animal life (when both are treated in the same book)		

Class Number		Class Number	
808	Prose and poetry—Collections. Speakers and readers	941	Scotland—History
808.8	Quotations	942	England—History
810	Books about literature	943	Germany—History
811	Poetry—Individual authors	944	France—History
811.8	Poetry—Collections	945	Italy—History
812	Plays	946	Spain—History
900	<b>History (including geography and biography)</b> <i>Geography and Travel</i>	947	Russia—History
910	Geography—General. Travel and adventure	948	Scandinavia—History
912	Atlases	949	Minor countries of Europe—History
914	Europe	950	Asia—History
915	Asia	951	China—History
916	Africa	952	Japan—History
917	North America	954	India—History
917.1	Canada. British America	970	North America—History
917.2	Mexico. Central America. West Indies	970.1	Indian life. Indian legends
917.3	United States	971	Canada—History
917.9	Alaska	972	Mexico; Central America; West Indies—History
918	South America	973	United States—History
919	Oceania. Philippine Islands. Australia. Polar regions <i>Biography</i>	973.1	Discovery. Explorations
920	Biography—Collective	973.2	Colonial times
921	Biography—Individual	973.3	Revolution
929.9	Flags <i>History</i>	973.4	Middle period
930	Ancient and general history	973.7	Civil War
940	Medieval and modern history	973.8	Our own times
		977	Separate states and separate sections of United States—History
		980	South America—History
		990	Oceania. Philippine Islands. Australia—History

## XI. THE CARD CATALOG

You know how convenient an index is to a history book. An index to a library is also of much use. Such an index we have in the **card catalog**. It answers for us such questions as these:

(1) What books by a certain author are there in the library and where are they on the shelves? (2) Is there a book by a certain title in the library and if so where is it? (3) What does the library contain on a certain subject and in what books may that material be found?

The present lesson is intended to teach you how to use this index to the library which we call the card catalog.

### AUTHOR CARDS

Suppose we want to know what books there are in the library by Sir Walter Scott. We go to the card catalog and look at the top lines of the cards on which are the first words beginning with the letter S. (The cards are arranged alphabetically by the words on the top lines.) Below *Scott, Sir Walter*, we find the title of the book. If there are several books by this author, note that the cards are arranged alphabetically by titles.<sup>1</sup>

Suppose we find a card something like the following:<sup>2</sup>

941	Scott, Sir Walter
Sc3	Tales of a grandfather. Ginn, 1900.

<sup>1</sup> In titles on catalog cards, only the first word and proper names are capitalized; that is, each book title is capitalized as if it were a sentence.

<sup>2</sup> It may be desirable at this point to give the lesson on "Index Letters," page 51, and that on "Guide Cards," page 52.

We know then that the book *Tales of a Grandfather* is in the library. The call number in the upper left-hand corner tells where it is, as you learned in the preceding lesson. Call numbers are usually given in red on the cards. In the illustrations here given italics are used to indicate the red.

## EXERCISE I

Your teacher will give you a number of questions like those on page 46 so that you will learn readily to find a book by a certain author if it is in the library.

## TITLE CARDS

Suppose you want to know whether or not *The Jungle Book* is in the library and if so where it is located on the shelves. You go to the card catalog and look along the top lines among the *J*'s; not among the *T*'s, for the words *a*, *an*, and *the* are not considered. You find perhaps a card like the one herewith represented:

590	Jungle book.
K62	Kipling, Rudyard

This card tells you that among the 590's on the shelves you will find *The Jungle Book* if it is in its place; it also tells you that the author of the book is Rudyard Kipling.

## EXERCISE 2

You will be given several titles of books which you are to find on the shelves by first finding their call numbers on the catalog cards. Among these will be the titles of a few books which are not in the library, and you will be expected to discover which these are.

## SUBJECT CARDS

Suppose you want to find in the library a book on the subject of electricity. You look among the cards whose headings begin with the letter *E* and find the heading *Electricity*. The card which you find may be much like the following:

537	<i>Electricity</i>
Adr	Adams, J. H.
	Harper's electricity book for boys. Harper, 1907.

This card tells us that there is a book in the library on the subject of electricity whose author is J. H. Adams; that the title is *Harper's Electricity Book for Boys*; and that it is to be found on the shelves among the 537's. We also learn that it was first published in its present form by *Harper & Brothers* in 1907. (*Harper* is an abbreviation for *Harper & Brothers*.)

A card such as this is called a **subject** card. Why?

In most card catalogs the subject is written in red.

## SUBJECT-ANALYTIC CARDS

In looking in the card catalog to find something in the library on the subject of cotton, for example, you are likely to come across a card something like the following:

600	<i>Cotton</i>
C35	Chamberlain, J. F.
	How we are clothed. 1908.
page	
39-56	



The foregoing card tells us that we shall find something about the subject of cotton in a book by J. F. Chamberlain, the title of the book being *How We Are Clothed*; that this information is printed on pages 39 to 56; and that the book belongs among the 600's on the shelves. The card also tells us that the book was published in 1908.

Such a card is called a **subject-analytic** card. Note that it refers to certain pages of the book and not to the book as a whole.

### EXERCISE 3

You will be given several subjects on which to find material in the library by referring to subject cards and subject-analytic cards in the card catalog.

### CROSS REFERENCE CARDS

If you are looking in the card catalog for the subject *farming*, you may find a card like the one printed below:

*Farming*  
To be found in this catalog under  
*Agriculture*

Or it may be like the following card:

*Farming*  
See  
*Agriculture*

Each of the above two cards means that the subject of farming is to be looked for in the card catalog under the heading *Agriculture*.

Such a card is called a **“see” cross-reference card**. Another kind of cross-reference card is as follows:

*Birds*  
*Material on this subject will also be found under*  
*Nests*

Or the card may be like the following:

*Birds*  
*See also*  
*Nests*

A card like one of these two means that something more will be found about birds in the card catalog under the heading *Nests*. Such a card is called a **“see also” cross-reference card**.

#### EXERCISE 4

You will be given an exercise in using cross-reference cards in the card catalog which you use.

#### LIBRARY OF CONGRESS CARDS

Many libraries purchase printed catalog cards from the Library of Congress. Such cards will look somewhat different from those represented in this lesson. However, the kinds of cards are the same, the headings, except for author cards, being added by the library, as are also the call numbers. If you have learned to know the cards as described in this lesson, you will experience no trouble in using the Library of Congress cards.

+590  
Sh2

**Sharp, Dallas Lore, 1870-**

A watcher in the woods, by Dallas Lore Sharp ... with illustrations by Bruce Horsfall. New York, The Century co., 1903.

xv, 205 p. incl. front., illus. 19½cm.

CONTENTS.—Birds' winter beds.—Some snug winter beds. "Mus'rat-tin'." Feathered neighbors.—From river-ooze to tree-top.—Rabbit roads.—Second crops.—In the October moon.

1. Natural history. I. Title.

4-3944/3

Library of Congress

QH50.S52

y590

j0

*A Library of Congress Card*

The call number <sup>+590</sup>Sh2 has been written in; otherwise the card is as received from the Library of Congress, except for a slight reduction in the size of card and type.

INDEX LETTERS ON DRAWERS OF CATALOG CASE

By this time you probably have learned in which drawer to look for a card with a certain heading by means of the **index letters** on the slips in the holders attached to the front of the drawer. Of course, if there is only one drawer, such index letters are not needed.

EXERCISE 5

Suppose that the following are the index letters on the fronts of the drawers of a card catalog case:

1  
A-Bra

4  
G-H

7  
P-Sc

2  
Bre-C

5  
I-L

8  
Se-Th

3  
D-F

6  
M-O

9  
Ti-Z

In which drawer (give the number) would you look for the card with each of the following headings?

(1) United States—Government; (2) Drainage; (3) Washington Irving; (4) China—Description and travel; (5) Niagara Falls; (6) Steel; (7) Grand Canyon of the Colorado; (8) Joan of Arc; (9) Rab and his friends; (10) St. Nicholas.

#### GUIDE CARDS

You have noticed many cards projecting above the others in the card catalog and with certain letters on them. You have perhaps already noticed that these cards are arranged alphabetically and that by their use you can quickly find a given card, just as you can quickly find a given word in the dictionary by using the guide words at the tops of the pages. Such cards are called **guide cards**. You should learn to use them skillfully.

The teacher will give you an exercise in the use of guide cards.

#### GENERAL EXERCISE ON THE CARD CATALOG

Find answers to the following questions, or to such of them as the teacher may direct and to such other questions as she may propose. In each case you are to consult the card catalog before going to the library books.

(1) What books does the library contain written by Ralph Barbour? (2) Find an article on cotton. (3) Which of the following books are in the library: *Bob, Son of Battle*; *The Land of the Long Night*; *Two Little Confederates*; *Boy Life*; *Castle Blair*; *Little Men*; *Rebecca of Sunnybrook Farm*; *Manuel in Mexico*; *Little Smoke*? (4) What does the library contain on slavery? (5) Find in some book an article which deals with the subject of glaciers. (6) What books in the library were written by Louisa May Alcott? By Mary Mapes Dodge? By Edward Eggleston? (7) Is there anything in the library written by John Burroughs on the subject of birds? (8) Look up three subjects in which you are interested. (9) What is there in the library on the history of China? (10) What dog stories does the library contain?

## XII. FAIRY TALES, FABLES, AND FOLKLORE

### REFERENCE

The kinds of stories included in this lesson are fairy tales, fables, folklore stories, and legends.

**Fairy tales and fables.** You can no doubt name a number of fairy tales that you have read; also fables. *Cinderella* is a good example of a **fairy tale**, and *The Fox and the Grapes* of a **fable**. Name others.

**Folklore stories.** Stories which have been told by the older people to the children for so many generations that no one now knows by whom or when they were first told are **folklore** stories. *Hans in Luck* and *Little Red Riding Hood* are good examples of such stories. Many fairy tales and fables are folklore stories.

**Legends.** *Rip Van Winkle* is an example of a **legend**. A legend is a fanciful story of a person or persons who actually lived. The King Arthur stories are legends. In legends fact and fancy are mixed to make the story.

### INTRODUCTORY EXERCISE

**1. Dictionary.** Which of the following can you find explained in the dictionary?

King Log; Rumpelstilzchen; Siege Perilous; Cinderella; Peter Pan.

**2. Champlin's Cyclopedia of Literature and Art.** Can you find anything about the following in this encyclopedic?

King of the Golden River; Arabian Nights; Aladdin; Sleeping Beauty.

Can you find anything about the foregoing in a general encyclopedic?

**3. Shelf books.** Find the books of fairy tales, folklore, and legends on the shelves. Look first for the class number which such books are given in the table on page 44.

**4. Card catalog.** See if you can find any references in the card catalog to the following topics:

Fables; Folklore; Folklore—England; Arabian Nights; Sleeping Beauty.

#### PRACTICAL EXERCISE

Give the source of your information in each instance:

(1) Who were *The Wise Men of Gotham*? (2) Who was *Sir Galahad*? (3) Find an account of *Dick Whittington and His Cat*. (4) Who was *Uncle Remus*? (5) To what story do we refer when we say that a person is a *catspaw* for someone else? (6) Find the story *The Dog in the Manger*; or, if you cannot find the story itself, try to find an account of the story. (7) Find in the library the story of *The Sleeping Beauty*. (8) Who was *Mother Goose*? (9) Find an account of *Hop-o'-my-thumb*. (10) Find an account of the life of *Aesop*.

#### GENERAL READING

Some of the stories listed under the heading "Fables, Folklore Stories, and Fairy Tales" on page 165 you have no doubt read. It will be worth your while to read some of them a second time. Select some of the others for reading as soon as you can find time to do so. The best stories for children are good reading for people of all ages.



### XIII. MYTHOLOGY

#### REFERENCE

What do you know about each of the following: Jupiter; Thor; Hercules; Hades; Achilles; Gitchie Manito; Nokomis; Asgard; Neptune? Consult the dictionary in regard to those about which you have no knowledge.

You will notice that these names have to do with the beliefs of people of long ago or of primitive people now living. They relate to their ideas in regard to gods, the creation of the world, the life hereafter, etc. Such beliefs are called **myths**. The study of myths is called **mythology**.

Literature and writings of various kinds refer to myths frequently. It is therefore of importance to know where to look for information relating to myths.

**Encyclopedias.** As you would expect from your lesson on general encyclopedias, they contain many articles on myths.

Is this true of *Champlin's Cyclopedia of Persons and Places*? Of *Champlin's Cyclopedia of Literature and Art*? If necessary, in answering these questions, consult these special encyclopedias.

**Dictionary.** As you learned when you looked up some of the names at the beginning of this lesson, the dictionary is a good place to look for brief information on myths and mythology.

**Shelf books.** What class number is given to books on mythology in the table of classification on page 44?

Go to the shelves and locate the books dealing with mythology. How do the class numbers compare with those in the table in this book on page 44?

History books often give information in mythology. A history of Greece, for example, tells about the mythology of

the ancient Greeks; a history of Rome discusses the mythology of the ancient Romans; etc.

**Card catalog.** Such headings as the following should be kept in mind in consulting the card catalog for references in mythology: *Mythology*; *Mythology—Greek and Roman*; *Mythology—Norse*.

#### EXERCISE

(1) What is meant by the twelve labors of Hercules? Tell about one of the labors. (2) Who was Prometheus and what great service is he said to have performed? (3) Find the longest article in the library on Greek mythology. (4) By means of indexes in library books find accounts of two or more of the following: Theseus; Odin; Janus; Diana; Argonauts. (5) Find an article on the mythology of ancient Egypt. (6) "Carrying the chairs on his back, he looked like a modern Briareus." Explain. (7) Find an account of the creation of the world as told in Norse mythology. (8) "To find out what will happen to us in the future would be opening a Pandora's box of worries." Explain.

#### GENERAL READING

You will find the books listed under the heading "Myths" on page 164 interesting. Plan to read some of them.

## XIV. GEOGRAPHY AND TRAVEL

### REFERENCE

It is frequently of interest and sometimes necessary to be able to find information about cities, countries, rivers, islands, mountains, and other geographic features. If, for example, one reads about the Gallipoli campaign in the World War, and does not know what and where Gallipoli is, and does not know how to get the information, he is groping his way amid unfamiliar surroundings. There are many people blind in this way, and you do not want to be one of them. That is a good reason for studying this lesson.

**Reference books.** You have already studied the principal reference books which are of use for reference work in geography and travel. Take a look again at the following lessons:

The gazetteer in the dictionary, page 27.

The *World Almanac*, page 35.

Atlases, page 33.

General encyclopedias, page 29.

The card catalog, page 46.

Look at the following books if you have access to them either in the school library or the public library: *Lippincott's New Gazetteer*; *Indexed Atlas of the World*; *Century Atlas*; *Baedeker's Guide Books*. Also bear in mind that the *Readers' Guide to Periodical Literature* is of much value for finding interesting articles on various regions of the world.

**Shelf books.** Look at the table of class numbers on pages 44-45 and note which of them are used for books on geography and travel.

Find the books on geography and travel on the library shelves.

Look at the 600's on the shelves and see if there are not some books there also that contain geographic material.

#### EXERCISE

In looking up answers to the questions below, use each of the geographic reference sources in your library at least once; that is, the gazetteer in the dictionary, the atlas, the encyclopedia, the *World Almanac* or other yearbook, the card catalog, the indexes in shelf books, etc.

(1) Find a brief account of the island of Guam. (2) What and where is Barbadoes? (3) How long is the Ohio River? (4) Locate on the map in the atlas Calhoun County, Iowa. (5) What is the area of the county in which you live? (6) Which state has the largest negro population? What is the total population of that state? (7) What material is there in the library on the geography of Ireland? (8) How much wheat was exported from the United States in any one of the last two or three years? (9) What foreign possessions has Belgium? (10) How far is it in a direct line from New York City to New Orleans?

#### GENERAL READING

Books of travel and adventure include many of the most interesting of all books. You should read some of them.

What books of this class have you already read which interested you? Read several of the books listed under "Travel and Adventure" on pages 167-168.

## XV. THE DICTIONARY: THIRD SERIES

### SYNONYMS DISCUSSED IN THE DICTIONARY

You have of course had some instruction in the use of different words with the same or nearly the same meaning, such as: house, dwelling; journey, trip, excursion; strike, hit; feeble, weak; etc. You have learned that such groups of words are called **synonyms**.

One of the most frequent questions in the use of language is: Which one of two or more synonyms should be used in the expression of a certain thought? The best reference source in such a case is the dictionary, especially the unabridged dictionary.

#### EXERCISE

Consult the dictionary in finding answers to the following questions:

(1) What is the difference between a *brute* and a *beast*? (2) Between a *business* and a *trade*? (3) Between a *thief* and a *robber*? (4) Between *bright* and *brilliant*? (5) Between a *street* and an *avenue*?

Make a list of the synonyms which the dictionary gives for each of the following words. Explain the difference in meaning between each word and one of its synonyms and illustrate the difference by means of sentences:

work (noun); hate (verb); noble; sorrow; weep; discover; empty; honest; expect; old.

### SPECIALIZED USES OF WORDS INDICATED IN THE DICTIONARY

Many words have meanings in certain trades, occupations, and subjects which are quite different from their usual meanings. For example, the word *frog* in railroading means something

quite different from *frog*, the animal; and the *fly* spoken of in baseball is not at all related to the insect which we call a *fly*.

Usually the dictionary indicates in what occupation or subject a word has a specialized meaning. This it may do, for example, by naming the occupation or subject in italics just preceding the specialized meaning.

#### EXERCISE

(1) What does the word *horse* mean in gymnastics? (2) What does *bridge* mean in dentistry? (3) Find a specialized meaning of the word *bone*. (4) What does *hat* mean in tanning? (5) *Mule* in spinning? (6) *Lip* in music? (7) *Brilliant* in printing? (8) *Rubber* in baseball? In printing? (9) Find a specialized meaning of the word *key*. (10) A specialized meaning of *cat*.

#### THE DICTIONARY AS A GUIDE TO GOOD ENGLISH

The question will often arise whether or not certain expressions are good English. For example, is it good English to use *mad* in the sense of *angry*? Is it correct to say, "He *worked* his neighbor for a loan"? Such questions you can answer by consulting the dictionary.

The following are some terms used by the dictionary to tell how certain words and phrases depart from the best usage in English.

**Colloquial.** An expression is **colloquial** when it can properly be used in ordinary conversation, but not in dignified writing or speaking. For example, to say a person is *mad*, when we mean he is angry, is a colloquial use of the word *mad*.

**Dialect.** An expression used only in certain parts of a country or only by uneducated people is called **dialect**. For example, the expression *right smart*, when used to mean *considerable* or *large*, is dialect used in familiar talk in the southern part of the United States. As: "He has a *right smart* crop of hay."



**Obsolete.** A word which was once in good use, but which has gone out of use, is said to be **obsolete**. For example, the word *carl*, meaning a man of the common people living in the country, is obsolete; that is, no longer in use.

A certain meaning of a word may be obsolete while the word with respect to other meanings is still good English. For example, the verb *prevent* can no longer be used to mean *to go before*, which use at one time was good English. However, *prevent* can still be used to express the meaning with which you are familiar.

**Archaic.** An archaic expression is one which was formerly in good use, but which is now considered, in a sense, old fashioned. For example, to use the word *private* to mean a person who is not holding a public office would be giving the word an **archaic** meaning.

**Rare.** A certain expression is **rare** if it is now seldom used. For example, the word *methinks*, as in the sentence: "When I look into the future of our country, *methinks* there is much to fear."

**Slang.** You can readily recall a number of slang expressions which you frequently hear. **Slang** is an expression which has not been admitted into good society among words. Among common slang expressions now in use are: *Cut it out; Do you get me? She is a peach* of a singer.

**Vulgar.** A vulgar expression is one which is used mainly by ignorant people and which is offensive to good taste. For example: "Well, *Mister*, what do you say to that?" That is, the use of *Mister*, without the name of the person who is addressed, may be said to be **vulgar**.

**Low.** An expression is said to be **low** which is coarse or indecent.

#### EXERCISE

Some of the foregoing terms (*colloquial*, etc.) are abbreviated in the dictionary. Turn to the list of abbreviations used in the dictionary and learn what these abbreviations are.

Find out by consulting the dictionary whether or not in the following sentences the expressions in *italic* are good English; and if not, whether they are *dialect*, *slang*, etc. If the word or phrase is defined

in the dictionary without being designated as slang or some other form of expression not in good use, it may be considered good English. If a certain expression cannot be found in the unabridged dictionary, one will have to use his own judgment or the judgment of some one else in whom he has confidence in determining whether or not it is good English.

(1) The man who has a *pull* with the boss has the *inside track*. (2) Now that he has been caught, he will have to *face the music*. (3) *Certes*, my friend; help yourself. (4) That joke was a *drive* at me. (5) *Aroint* thee, thou knave! (6) The speaker *hit the nail on the head*. (7) Stand not there and *gleek* at me. (8) There came a *hail* and destroyed the crops for miles around. (9) Is *yonder* building a church? Yes, I *reckon* so. (10) That was a *rattling* good speech. (11) They live *from hand to mouth*. (12) I had better *make tracks* for home. (13) Find out about the English of several expressions in regard to which some other member of the class says he is in doubt.

#### FOREIGN WORDS AND PHRASES DEFINED IN THE DICTIONARY

You will often in your reading come upon a word, phrase, or short sentence from some foreign language. Many of these you can find explained in the dictionary. If they are not grouped together in the appendix, you will find them in the vocabulary. If the pages in the body of the dictionary are divided into an upper and a lower section, most of the foreign expressions will be found in the lower section. This last is true of *Webster's New International Dictionary*. In the *New Standard Dictionary*, the most frequently used foreign phrases are in the vocabulary; others are tabulated in the back of the book.

#### EXERCISE

Consult the dictionary for the meaning of the foreign expressions in the following sentences, which are in italics:

(1) In *ante bellum* days, slavery was the main question. (2) The motto of the class was, *Labor omnia vincit*. (3) When Booth had

fired the fatal shot, he leaped onto the stage and shouted, "*Sic semper tyrannis!*" (4) The emperor Constantine is said to have seen in the sky a luminous cross with the inscription, "*In hoc signo vinces.*" (5) This is strictly *entre nous*. (6) The teacher is often said to be *in loco parentis*. (7) The motto of the king was, "*Ich dien.*" (8) The gown was hardly what one might call *à la mode*. (9) His disagreeable ways have made him *persona non grata* with the society. (10) There were many who looked upon him as a sort of *enfant terrible*. (11) *Mens sana in corpore sano* is good doctrine.

Within the time set by your teacher, report on at least three foreign expressions that you have had occasion to look up in connection with your reading.

#### PARTS OF SPEECH INDICATED BY THE DICTIONARY

In the lesson on finding definitions of words in the dictionary, pages 23-25, you learned that the definitions are frequently grouped under different parts of speech. You then learned that *n.* stands for *noun*, *v.* for *verb*, *a.* for *adjective*, *adv.* for *adverb*, etc.

#### EXERCISE

What part of speech is each of the words in italics in the following sentences? In each case verify your answer by consulting the dictionary.

Write the words in a column and at the right of each write the abbreviation for the part of speech and the number of the definition as given in the dictionary.

(1) It is easy to *contract* a cold. (2) You look *poorly*. (3) The party was a *live* affair. (4) *Hist!* I hear his stealthy *tread*. (5) Oh, *hush thee*, my baby! (6) *Theirs* but to do and die. (7) Get thee *hence*. (8) James the First was then king, *hence* they called the settlement Jamestown. (9) He was *up* and at work *ere* sunrise. (10) They were disappointed, *yet* they did not lose hope. (11) The Mississippi takes its *rise* in Lake Itasca.

TRANSITIVE AND INTRANSITIVE VERBS INDICATED BY  
THE DICTIONARY

You have already learned in the language class the distinction between transitive and intransitive verbs. You have perhaps noticed that in the dictionary the transitive and the intransitive meanings of a verb are given separately. For example, the verb *run* has one set of definitions under *run, v. i.*, and another set under *run, v. t.* By consulting the list of abbreviations used in the dictionary, you find that *v. i.* stands for *verb, intransitive*, and that *v. t.* means *verb, transitive*.

## EXERCISE

Write in a column the words in italics in the following sentences, and after each write *v. i.* or *v. t.*, depending upon whether in your opinion the verb is transitive or intransitive. Then consult the dictionary to determine in which cases, if any, you made a mistake. At the right of each word set down the number of the definition as given in the dictionary.

(1) He *ran* the automobile into the ditch. (2) *Beware* the day when the enemy shall *meet* thee in battle array. (3) Don't *jump* at conclusions. (4) The aeroplane *dipped* and then rose again. (5) In times of trouble you can *count* on him as a true friend. (6) I *count* myself fortunate to know him. (7) The horse *broke* into a gallop. (8) To keep him awake, they *walked* him back and forth. (9) He *spoke* his mind freely. (10) He *lived* a life of ease.

## PRINCIPAL PARTS OF VERBS GIVEN IN THE DICTIONARY

You have learned not to make such mistakes as "He *done* it"; "The boy was almost *drownded*"; "I have *saw* many such men." That is, you have had some training in the correct use of the principal parts of verbs.

Sometimes, however, you may be puzzled to know what the principal parts of some particular verb are. In that case you should consult the dictionary.

Bear in mind that you will find the principal parts only by first finding the form for the present tense. For example, you may not find the past tense *sung* by itself, but you will find it with the present tense *sing*. This is shown in the following cuts:<sup>1</sup>

**sing** (sIng), *v. t.*; *pret.* SANG (sāng) or SUNG (sūng); *p. p.* SUNG; *p. pr. & vb. n.* SING'ING. [AS *singan*.] **1.** To utter vocal sounds with musical inflections or melodious modulations. **2.** To produce harmonious or pleasing sounds, as a brook. **3.** To make a small, shrill sound; as, the air *sings* through a crevice. **4.** To hum; ring. **5.** To relate or celebrate something in poetry. — *v. i.* **1.** To utter with musical inflections or modulations. **2.** To chant; intone. **3.** To celebrate in song or in verse. **4.** To express enthusiastically; as, to *sing* one's praises. **5.** To dispatch, force, influence, etc., by or as by song; as, to *sing* a child to sleep.

**sing** (sIng), *v. i.*; *pret.* SANG (sāng) or SUNG (sūng); *p. p.* SUNG; *p. pr. & vb. n.* SING'ING. [AS *singan*; akin to D. *zingen*, OS. & OHG. *singan*, G. *singen*, Icel. *syngja*, Sw. *sjunga*, Dan. *syngte*, Goth. *siggwan*, and perh. to Gr. *σμήν* voice. Cf. SINGE, SONG.] **1.** To utter sounds with musical inflections or melodious modulations of voice, according to fancy or the notes of a song or tune, or of a given part (as alto, tenor, etc.) in a chorus or concerted piece. **2.** To produce harmonious sounds, as those made by birds, brooks, etc. "*Singing* birds, in silver cages." *Dryden*. **3.** To chant; intone. *Obs.* **4.** To be fitted for rendition in song; to be singable. **5.** To make a small, shrill sound; as, the air *sings* in passing through a crevice. *Pope*. **6.** To be filled or affected with a continued buzzing; to ring. **7.** To tell or relate something in numbers or verse; to celebrate something in poetry. *Prior*. **8.** To cry out; to complain. *Obs.* *Chaucer*. **to sing dumb.** to be or become silent. *Obs.* — **to s. on the wrong side of one's mouth**, to express the opposite feeling to that then being experienced, esp. as a result of being out-done or defeated. — **to sing out**, to call loudly; to shout. — **to s. small**, to adopt a humble tone or attitude. **sing** (sing), *v. t.* **1.** To utter with musical inflections or modulations of voice. "*Sing* your carol of high praise." *Keble*. **2.** To chant; intone; as, *to sing* Mass. **3.** To celebrate in song or in verse; to relate in numbers, verse, or poetry. "*Arms and the man I sing.*" *Dryden*. **4.** To express enthusiastically; as, *to sing* one's praises. **5.** To dispatch, force, influence, or the like, by or as by song; as, *to sing* a child to sleep. **6.** To accompany, or attend on, with singing. *I heard them singing home the bride.* *Longfellow*. **to sing another song or tune**, to alter one's attitude or tone, esp. to a humbler or less pretentious one. — **to s. out**, to shout or call out. — **to s. sorrow**, to complain; despond. **sing**, *n.* **1.** Act of singing; a singing, esp. in company; a gathering for singing. *Slang or Colloq.* **2.** A small shrill sound, as that of a bullet in flight; a whiz.

## EXERCISE

If the form of the verb in italics in any of the following sentences is not, in your opinion, correct, write down what you think the correct

<sup>1</sup> The first excerpt is taken from *Webster's Secondary School Dictionary*, copyright 1913, by G. & C. Merriam. The second excerpt is taken from *Webster's New International Dictionary*, copyright 1909, 1913, by G. & C. Merriam. Used by permission.



form is in each case. Then consult the dictionary as to the principal parts of the verbs concerned and make the necessary corrections.

(1) Have you *learnt* your lesson? (2) The cattle have not *thrived* in that new pasture. (3) The boy said he had *drawed* pictures all afternoon. (4) The young merchant *profitted* greatly by the transaction. (5) He was so excited that he was nearly *bereft* of reason. (6) The maid *moped* the floor. (7) They *beseched* the general to spare their lives. (8) They eagerly *partook* of the food set before them. (9) The soldiers had *laid* on the bare ground for many hours. (10) The boys came very near *loosing* their way while crossing the mountains.

### COMPARISON OF ADJECTIVES AND ADVERBS IN THE DICTIONARY

You have learned in the grammar or language class something about the comparison of adjectives and adverbs. For example: *warm, warmer, warmest; quickly, more quickly, most quickly*; etc. You have learned that the comparison of some adjectives and adverbs does not follow the rules illustrated by the foregoing examples; as, for example, *good, better, best*. Such comparisons are called irregular. Whenever you are in doubt about the comparison of a word, consult the dictionary, for it gives all irregular comparisons.

#### EXERCISE

Write down the comparisons of the following words, and then consult the dictionary to see if you are right in each case:

old; well (adjective); ill; bad; true; sick; little; shy; cruel; costly.

### ARBITRARY SIGNS EXPLAINED IN THE DICTIONARY

You are already acquainted with a number of arbitrary signs used in writing. For example, the mathematical signs  $+$ ,  $-$ ,  $\times$ ,  $\%$ . Think of some other arbitrary signs that you know.



Arbitrary signs are interpreted in a table in the back part of most dictionaries. If you do not find them there, you will find them scattered through the dictionary under such words as *mathematics*, *printing*, etc. That is, in such dictionaries you will find the mathematical signs under the word *mathematics*, the signs used in botany under *botany*, etc.

## EXERCISE

Find and explain the meanings of the following signs as given in the dictionary:

(1) @; (2) ‰; (3) . . . .; (4) ¾ (English money); (5)  $\pi$ ; (6) ° (for example, 4°); (7) ' (for example, 40'); (8) ₤; (9) R; (10) #.

## XVI. SCIENCE AND NATURE

### REFERENCE

Among the subjects about which you will at times need to consult reference books are the following: sun, moon, stars, electricity, heat, light, magnets, gases, liquids, chemicals, rocks, minerals, weather, plants, animals, birds, and the like.

Such subjects belong to the study of **science and nature**. Only as man has increased his knowledge of science and nature has it been possible for mankind to travel the road from savagery to civilization. Learning to do reference work in this subject, therefore, is of much importance.

**Reference books.** Before reading the next paragraph, think of a number of reference books which you have already studied which contain information on science and nature.

Not only general encyclopedias, but also some of the Champlin encyclopedias, are very useful in this kind of reference work. Which of the latter contain material on nature and science?

The dictionary can also be drawn upon at times, owing to the fact that it defines many scientific terms. Often, too, the definition is accompanied by a pictorial illustration.

If there is a separate group of reference books in the library, you will find some reference books on science among the books with what class numbers in that group? See the table of classification on pages 44-45.

**Shelf books.** Look for the books on science among the books on the shelves where most of the books of the library are located. Use the table of classification on page 44 to help you in finding on the shelves the books on electricity, chemistry,

botany, etc. Then by using the indexes in the books you can often find the information for which you are looking.

**Card catalog.** Bear in mind that if you do not find what you want in the card catalog under a specific heading, such as *moon*, for example, you may find it under the general heading *astronomy*. However, the specific heading should be looked for first.

**Magazines.** The latest discoveries in science are discussed in a number of magazines. Such articles can be found by reference to the *Readers' Guide to Periodical Literature*.

#### EXERCISE

In finding answers to the questions in this exercise, use different ones of the foregoing reference sources. Make up your mind, before looking, in which source you are most likely to find the information. It may be necessary to look in several sources before you find what you are looking for.

(1) What is a planet? (2) What is a morel? (3) How far is it from the earth to the moon? (4) What does the library contain on the subject of eclipses? (5) Name the three hardest minerals. (6) How was coal formed? (7) Find an account of the life history of the mosquito. (8) What books are there in the library on the subject of birds? (9) What is hematite? (10) Find an interesting account of the bison (American buffalo). (11) What is the difference between a worm and a larva? (12) What does the library contain on the subject of the fly?

#### GENERAL READING

On pages 165-166 are listed some interesting science and nature books, including animal stories. You have probably read a number of them. Look over the others that are in the library and select one or more that you will want to read when you can find time to do so.

## XVII. USEFUL ARTS

### REFERENCE

By the term **useful arts** is here meant such subjects as: (1) industries and inventions; (2) health and sanitation; (3) engineering; (4) agriculture; (5) domestic science; (6) business methods; (7) construction and building. You will get further information as to what is included in useful arts by looking at the questions on page 71. In general, we may say that useful arts include the practical affairs of life. Very frequently information is wanted on such matters, and this lesson is planned to help you find it.

**Reference books.** You have already studied a number of reference books which contain information on the useful arts. Name some of them.

*Encyclopedias.* General encyclopedias contain much material on the useful arts. Select one or more questions in the exercise on page 71 which you would look up in a general encyclopedia.

Which of Champlin's cyclopedias contains most information on the useful arts? Perhaps you can find some special encyclopedias on the useful arts among the reference books. Look among the 600's on the reference shelves. You may find a book of recipes, for example.

*Yearbooks.* Yearbooks give current information on the useful arts. What yearbook have you studied? Find in a yearbook one piece of information relating to useful arts.

*Dictionary.* Definitions of terms used in useful arts will of course be found in the dictionary; often these definitions are accompanied by pictorial illustrations. For example, the terms used in carpentry and other trades are defined and often illustrated.

**Shelf books.** Look among the shelf books for those that deal with the useful arts. You will find them by means of the class numbers on pages 44-45.

**Public documents.** The United States government issues many bulletins containing information on health, agriculture, cooking, canning, and other subjects classed with the useful arts. Your own state probably does the same. Look over the lesson on public documents on pages 128-133.

**Card catalog.** Select two or more questions in the exercise below which you would look up in the card catalog.

**Periodicals.** Nearly every occupation has its monthly or weekly magazine or journal which gives much information about matters related thereto. Among these are farmers' journals, housekeeping magazines, etc.

If you have learned how to use the *Readers' Guide to Periodical Literature*, that will be of use at times for finding information relating to the useful arts.

There are a number of indexes to special periodicals, such as the *Agricultural Index*, which indexes material on agriculture.

#### EXERCISE

- (1) Find several short articles on tuberculosis.
- (2) How many patents were issued by the United States last year?
- (3) Which farmers' bulletins issued by the United States Department of Agriculture would be of value to the bee keeper?
- (4) Find an article on how to treat burns.
- (5) How many people in the United States are employed in mining?
- (6) Find an account of the invention of the sewing machine.
- (7) What was the value of the gold mined in the world last year?
- (8) Find one or more articles on some trade or other occupation in which you are particularly interested.
- (9) Find a recipe for making paste.
- (10) Find an article on reinforced concrete.

#### GENERAL READING

Examine some of the books listed under "Useful Arts" on page 166 and select one or more for your own general reading.

## XVIII. FINE ARTS

### REFERENCE

When the expression **fine arts** is used, we usually think of *painting* and *sculpture*. As here used, fine arts includes these, and, in addition, *music*, *architecture*, *photography*, and *games and sports*. We are now to learn something about how to find information on these subjects.

**Reference books.** Before reading the next paragraph, think of reference books already studied in which you would find information on the above-named subjects.

You will perhaps have recalled the (1) dictionary; (2) encyclopedia; (3) *World Almanac* (or other yearbook); (4) *Champlin's Cyclopedia of Literature and Art*.

If you have access to a library having a considerable number of reference books grouped by themselves, look among the 700's for special reference works on art; for example, *Cyclopedia of Painters and Painting*, by Champlin and Perkins; *Cyclopedia of Music and Musicians*, by Champlin and Apthorp.

**Shelf books.** Look at the class numbers for fine arts books on page 44. Keeping these in mind, go to the library shelves and locate the art books. See if you can find books on the various kind of "Fine Arts," as enumerated above.

**Card catalog.** In looking for material by means of the card catalog, make use of artists' names and such headings as *Architecture*, *Artists*, *Painters*, *Songs*, *Amusements*, *Baseball*, *Sculpture*, *Photography*, etc.

**Other sources.** If the library has a picture collection, reproductions of works of art are likely to be part of the material filed.



Magazines contain articles on art subjects, often beautifully illustrated. The magazine indexes make these available for reference.

#### EXERCISE

(1) Find a picture and a description of the Laocoön group (sculpture). (2) What are some of the prominent features of Greek architecture? (3) What is the best trotting record to date and by what horse was it made? (4) Find and read a brief account of the Church of St. Sophia. (5) Name a famous painting by Murillo. If possible, find a reprint of it. (6) What is the best record made in the hundred-yard dash? By whom and when was it made? (7) Find an account and a reprint of the painting known as *The Transfiguration*. (8) Find an account of the opera *Lohengrin*. (9) Read an account of the origin of the song *The Star-Spangled Banner*. (10) Find a book describing how to play games. (11) Find an article or a book on camping.

#### GENERAL READING

Select and read one or more of the books listed under "Fine Arts" on page 166. Perhaps you can find other books on the library shelves that you would prefer to read. If so, read some of them instead.

## XIX. BIOGRAPHY

### REFERENCE

We frequently want information relating to noted men and women. You will readily recall some lessons which you have already had on reference sources which give biographical information. Look over some of those lessons again.

**Reference books.** The following reference books will be useful:

*Encyclopedias.* See page 29.

*Dictionary.* See page 27.

*Champlin's Cyclopedia of Persons and Places.*

*Congressional Directory.* This contains biographical sketches of representatives, senators, and government officials. See page 131.

*State manuals.* If your state issues, at more or less regular intervals, a book in which various state matters are given attention, you are likely to find therein short biographical sketches of the members of the legislature and of state officials. For further information relating to state manuals, see page 132.

*Magazine indexes.* Some of the best biographical sketches, especially of people now living, are to be found in the magazines. The best way to locate such accounts of the lives of noted persons is by consulting the *Readers' Guide to Periodical Literature*, which indexes the leading magazines each month. Most public libraries have this important reference source and the magazines that it indexes. A lesson on its use is given on pages 104-109.

*Who's Who in America.* This publication lists and gives short accounts of many thousand living Americans. A new

edition is issued every two years. It is to be hoped that your school has the latest edition, or at least that you have access to a copy in the public library.

*Who's Who.* A work much like *Who's Who in America* is one entitled *Who's Who*. This gives sketches mainly of Englishmen, but also, to an extent, of other noted persons throughout the world. It is issued annually and will be found in most public libraries.

*Century Cyclopedia of Names.* If you have access to this valuable reference book, be sure to make use of it for biographical reference material.

*Other biographical reference books.* Among the biographical reference books which you are likely to find in public libraries and large school libraries the following are among the most common: *Appleton's Cyclopedia of American Biography*; *Bryan's Dictionary of Painters and Engravers*; *Champlin's Cyclopedia of Painters and Painting*; *Lippincott's Pronouncing Biographical Dictionary*; *Dictionary of National Biography—Index and Epitome*. If you have access to a public library, see which of these you can locate.

**Shelf books.** In the table of classification on page 45, you will find that 920 represents *Collective biography* and 921 *Individual biography*. Collective biography includes those books that contain the biographies of more than one person in one book; individual biography, those books which contain the biography of only one person in one book.

Go to the shelves and make a list of six books of collective biography and of six books of individual biography.

*Histories.* In a history of any country you are very likely to find short accounts of its most famous men and women. Histories of literature give information about authors. These accounts you can readily find by means of the index.

Find an account of each of the following in some history book or history of literature on the library shelves:

Benjamin Franklin; Columbus; Cromwell; Napoleon Bonaparte; Julius Caesar; Longfellow; Shakespeare.

**Card catalog.** In looking up material on the life of some one by means of the card catalog, we must first look for the surname, since the arrangement is by surnames, as was learned in the case of the encyclopedia. Names of kings and emperors, however, are arranged alphabetically by their forenames; for example, Henry IV, king of England.

Such headings as *Inventors*, *Statesmen*, etc., are of use in finding biographical material through the use of the card catalog. If you cannot find a person's name as a heading and you know that he is an inventor, then you may find something about him by looking under the heading *Inventors*.

#### EXERCISE

Use as many of the above-named reference sources as you have at hand in finding the information asked for in the following exercise. In each case be ready to give the source of your information.

(1) At what age did Grover Cleveland die? (2) In what books and on what pages in those books is there material in your library on Porfirio Diaz? (3) In what book in the library is there the most complete account of the life of Robert Fulton? (4) When is James Whitcomb Riley's birthday? (5) Name ten leading American inventors of the last one hundred years, and name one principal invention of each. (6) Who was the Swedish Nightingale? (7) Find and read a short account of the present Speaker of the House of Representatives of the United States. (8) What does the library contain on the life of the Vice-President of the United States? (9) Find an account of the life of some writer of fiction whose books you like to read. (10) What does the library contain on the life of the governor of your state? (11) Make out a list of magazine articles on General Pershing. (12) Who is Chief Justice of the Supreme Court of your state? (13) Find

an account of the life of the Chief Justice of the Supreme Court of the United States. (14) What does the library contain on the life of Joan of Arc? (15) When and where was Daniel Webster born?

#### GENERAL READING

We are all interested in the lives of great men and women when they are well told; and there is much to be gained by such reading. We are inspired by their examples to put forth our best efforts, we learn what the elements of true success are, and we get valuable ideas as to how success may be attained. Above all, we learn that the highest success is that which enables us most to help our fellow man. The books of biography which will help us most are fortunately those which as a rule are the most interesting to read.

What books of biography have you read? Which of these interested you the most?

On pages 168-170 is listed a number of interesting biographies. Plan to read several of these that you have not already read.

In the case of a book containing several lives, select and read only those lives which especially interest you.

## XX. HISTORY

### REFERENCE

You have already learned the use of a number of history reference sources. We will not include among these your textbook in history, because textbooks do not usually make good reference books.

**Reference books.** The following kinds of reference books will be of value:

*Encyclopedias.* General encyclopedias give accounts of the principal historical events, such as the Battle of Gettysburg, for example. In the article describing any country, there is usually an account of the leading historical events of the country.

### EXERCISE I

Consult the encyclopedia in finding information on five or more of the following topics:

(1) Boer War; (2) history of Brazil; (3) Aguinaldo; (4) fugitive slave law; (5) history of your own state; (6) Gadsden purchase; (7) Daniel Webster's stand on slavery; (8) Jacobites; (9) Black Hole of Calcutta; (10) Reign of Terror.

*Yearbooks.* For events that have taken place within the past few years, a good yearbook is valuable for reference. If one knows in what year the event took place, then the yearbook for that year may with profit be consulted. Among the yearbooks that will prove serviceable for this purpose, the *New International Year Book*, and the *World Almanac* may be mentioned.

Find accounts of two or three leading recent events in some yearbook.



*Atlases.* For the location of places where historic events took place the historical atlas is best. If the historical atlas needed is not at hand, use a geographical atlas, or maps in history books, geographies, and encyclopedias.

*Dictionary.* The dictionary gives brief historical information which has to do with words which were introduced into the language because of some historic event. You will understand what this means if you will find the definitions of the words *locofoco* and *mugwump*.

*Other reference books.* If you have access to a good-sized high-school or public library, see if it does not contain Larned's *History for Ready Reference*. If so, learn how to use it for history reference. *Harper's Dictionary of Classical Literature and Antiquities* is a standard history reference source for the history of Greece and of Rome especially.

**Shelf books.** Look at the table of classification on page 45 and find the class numbers for history books. Then go to the library shelves and locate the history books. Note that the history books are arranged by countries and times.

See if you can find on the shelves a history **source book**. By this is meant a book which gives historical information by quoting the writings or speeches made at or near the time of the events described. Among well-known history source books found on school library shelves are: Hart's *Source Book of American History*; Hart and Hill's *Camps and Firesides of the Revolution*; Hart and Bliss's *How Our Grandfathers Lived*.

*Biography.* Lives of historical characters, such as Franklin, Jefferson, Washington, and Lincoln, contain much historical information. The information in such books on any particular topic can usually be found by means of the index.

About what historic event would you find information in a biography of Lincoln? Of Washington? Of McKinley? Of Theodore Roosevelt?

## EXERCISE 2

**Card catalog.** The method of using the card catalog has been described on pages 46-52.

By means of the card catalog, find in the library one reference for several of the following topics:

Bacon's Rebellion; Battle of Bunker Hill; Declaration of Independence; Battle of Gettysburg; Crusades; Underground railroad; Feudalism; Middle Ages; Puritans; Black Death; Crimean War; French Revolution; Magna Charta.

Usually American history is given the following principal headings in card catalogs:

U. S.—History

U. S.—History—Colonial period

U. S.—History—Revolution

U. S.—History—War of 1812

U. S.—History—War with Mexico

U. S.—History—Civil War

These headings are arranged in the card catalog as above given; that is, according to date and not alphabetically. The first heading, *U. S.—History*, is used when more than one period of our history is referred to.

In looking for material on the history of other nations, look for the name of the country followed by a dash and the word *History*; such as, *France—History*; *England—History*; *Italy—History*. For the leading countries, these are again subdivided much as for *U. S.—History*. When you have been directed by the card catalog to a book, use the index in the book when necessary.

## EXERCISE 3

Bearing the above in mind, find material in the library, by means of the card catalog, on several of the following subjects:

Civil War; American Revolution; War of 1812; history of Russia; Battle of Lookout Mountain (in the Civil War); history of China;

Battle of Brandywine (in the American Revolution); history of ancient Greece; plebeians (Roman history); history of Denmark.

**Pamphlets and clippings.** Every library should have a system for filing pamphlets and clippings. If your library has such a system, see if you can find some accounts of recent events filed therein.

**Magazines.** For recent history often the best source of information is magazines. If you have access to a library that has bound magazines and the index to magazines known as the *Readers' Guide to Periodical Literature*, make frequent use of it. The same is true of *Poole's Index* for events during the nineteenth century. See page 104 and page 109.

#### GENERAL EXERCISE IN HISTORY REFERENCE

If possible, use each of the above reference sources in preparing to recite on the following exercise. Omit such of the exercises as the teacher may direct.

(1) Find accounts of three leading events of year before last. (2) Find an account of the "Tweed Ring." (3) A short account of the Bastille. (4) Make a list of all accounts which you can find in the library on Lincoln's Emancipation Proclamation. (5) Find, by means of the card catalog, a reference to the Mexican War. Read at least part of the account. (6) If you have access to bound magazines and to the *Readers' Guide to Periodical Literature*, find a magazine article on the Battle of Château-Thierry. (7) Find a pamphlet on the causes of the World War. (8) Locate on a map the place where the Battle of Waterloo was fought. (9) Locate on a map the territory conquered by Alexander the Great. (10) When and by whom was Australia discovered? (11) Go to the shelves and locate the histories of England. (12) Who was president of the United States when Queen Victoria came to the throne? (13) Who was then the emperor of Russia? (14) Find in some biography an account of the Battle of Shiloh. (15) Find an account of the Opium War. (16) When and how was slavery abolished in Brazil? (17) Find an account of the mugwumps in a

certain presidential election. (18) Find an account of the building of the Panama Canal. (19) What great war began in 1618? (20) Who was the Black Prince?

#### GENERAL READING

In order to live over again in imagination past events, we need to read books that are more interesting in style than textbooks or ordinary reference works. Interesting accounts of events, biographies, poems, and novels dealing with historical events are of value in making real to us how the people of the past lived, thought, and felt.

Plan to read several of the books listed under "History" on pages 170-171 that you have not already read.



## XXI. DAILY NEWSPAPERS

You have already done considerable reading of newspapers and you will no doubt continue to read them throughout life. What is true of you in this respect is true of all other pupils in the schools of the land. People in general are probably influenced more by newspapers than by any other agency, so far as their opinions on public questions are concerned. It is therefore of great importance that everyone should learn to read newspapers in such a way as to get at the truth as nearly as possible, and so be able to come to right conclusions on public questions. These lessons on the daily newspaper are intended, among other things, to help you do this.

### CONTENTS OF THE DAILY NEWSPAPER

The main contents of a daily newspaper are of course the news items. However, every issue includes also many other kinds of contents, such as advertisements, market reports, etc. Before reading further in this lesson, think of as many kinds

of contents as you can. Look over some daily newspaper for the purpose. Now compare your list with the following list of contents:

(1) News; (2) editorials; (3) information about the paper itself (subscription price, etc.); (4) advertisements; (5) special articles on science, geography, history, biography, religion, education, etc.; (6) practical information on health, care of children, cooking, cleaning, gardening, poultry, business, etc.; (7) church and lodge notices; (8) market reports; (9) criticisms of plays, concerts, etc.; (10) book reviews; (11) interviews; (12) poetry; (13) prose literature, such as essays, orations, etc.; (14) fiction; (15) obituaries; (16) wit and humor; (17) illustrations, including cartoons and comics; (18) contributions from subscribers and readers, in the form of letters usually; (19) weather predictions; (20) legal notices.

#### EXERCISE I

Take some daily paper and write across each item with what kind of contents it may be classed. The above list will help you, but it is not a complete list. Your teacher will explain such of the terms in the list as you do not understand.

#### KINDS OF NEWS BY SUBJECT

There are of course many kinds of news in a single issue of a large daily newspaper. A glance at the incomplete list given below reveals this fact, of which you are no doubt aware from your own reading of newspapers:

(1) Political news; (2) war news; (3) religious news; (4) educational news; (5) police news and crime, court news; (6) military and naval news; (7) labor news; (8) industrial news (factories); (9) inventions and discoveries; (10) health and medical news; (11) commercial news; (12) railroad news; (13) shipping news; (14) society news; (15) weather news; (16) sporting news; (17) building news; (18) accidents and disasters; (19) births and deaths; (20) travel; (21) parks; (22) financial news; (23) charity; (24) agricultural news; (25) legislative news; (26) real estate news; etc.



## EXERCISE 2

Look over a daily newspaper and write across each news item the kind of news which you think it is, using the foregoing list for suggestions. Bring the newspaper thus marked to class with you and compare your markings with those of the rest of the class, who should have other copies of the same paper to mark.

See if you cannot find certain kinds of news placed together, such as society news, for example. Such news is called **classified news**. News arranged without regard to subject is called **general news**. Find the pages in the daily newspaper marked for this exercise that contain general news.

## KINDS OF NEWS BY LOCALITY

In addition to classifying news by subject, we may classify it by the locality or place. This gives us the following kinds:

**Local news:** concerning what occurs in the neighborhood, village, or city in which the newspaper is printed; county news may also be said to be local news.

**State news:** concerning what occurs in the state.

**National news:** concerning what occurs in our own country but outside our state.

**Foreign news:** concerning what occurs in a foreign land.

## EXERCISE 3

Mark the news in a daily newspaper as *local*, *state*, *national*, or *foreign*, according to the above definitions. Bring the paper to class and compare your classification with that of the other pupils.

## PARTS OF A NEWS ARTICLE AND THEIR ARRANGEMENT

In a story such as you read in books you are kept interested by wondering how it will end. That is, the most important part is told at the end of the story.

Read the news article on page 86, which is a reproduction of one actually printed in a newspaper.

First we have the **headlines** as indicated. Notice that the main facts are told in the first part of the news article itself. This part is designated in the cut as the **lead** (pronounced *lead*). The rest of the article gives the **details**, the least important of which come last.

# TEXAS CALLS PROTECTION NECESSARY

*Headlines*

## Gov. Hobby Wires Baker With Plea to Swear State Forces Into Federal Service to Halt Raids

(By United Press.)

WASHINGTON, June 8—Additional troop protection along the Mexican border was today asked of the war department by Gov. W. P. Hobby, of Texas.

*Lead*

The governor urged that the first and second regiments of the Texas state guard, organized during the war be mustered into federal service immediately and stationed at strategical points along the border.

Hobby, in a telegram to Secretary Baker, copies of which were sent to Congressman Gardner, Bee and Hudspeth, stated that the action was necessary to assure adequate protection of life and property in Texas from many raids of the Mexican section.

*Details*

The order in which a news article tells the story of something that has happened is exactly the opposite of the usual order in

which stories are told. Think of a good reason why this peculiar arrangement is of use in newspaper articles.

#### EXERCISE 4

Select what you consider to be the three most important news articles in an issue of a daily newspaper and mark in each the headlines, the lead, and the details.

Underscore the leads of all the news articles on the front page of a daily newspaper and submit the result to the class and the teacher for criticism. It would be a good plan for each member of the class to mark the same issue and then compare results. For this purpose it would be necessary for each one to have a copy of the paper.

#### EDITORIALS

### **DODGING TUBERCULOSIS.**

Tuberculosis is best conquered by prevention. In fact, it is completely beaten only in that manner. It is true that our splendid municipal sanitarium is recording a gratifying percentage of "arrested" cases. Once acquired, however, the disease is sure to leave its mark to some extent.

Avoidance, then, is a subject which no individual can afford to ignore. No healthy human being knows how near he is or may have been to affliction.

Plants and offices that employ large numbers of persons, especially girls and women, are showing an increasing interest in conserving the health of workers. As a tuberculosis preventive, many of them employ calisthenic teachers, who twice daily call the employes from their tasks and coach them in a few minutes of deep breathing exercises.

The wisdom of these employers should be a tip to individuals. Almost any one can knock off work occasionally long enough to pump his lungs full of fresh air.

The above article on tuberculosis, the one on Armenia, page 88, and "The Bomb Challenge," page 89, have been reproduced from daily newspapers. They do not have the arrangement

of news articles, nor do they seem to be written with the idea of telling news. They seem rather to be expressions of opinion with regard to current events.

Such articles in newspapers are called **editorials**. The editorials in a newspaper are supposed to be written by the

### **ARMENIA AND ARMENIANS.**

Bordering on the Mediterranean, Black and Caspian seas, with Persia and Mesopotamia on the south and Russia on the north, lies United Armenia, facing the new world.

"Armenians are noted," says one who knows—Henry Morgenthau—"for their industry, their intelligence and their decent, orderly lives."

Physically, they are a fine race. The men are manly, the women motherly looking. For centuries they have held their own against Persians, Arabs, Turks and Kurds. Hundreds of thousands have been massacred or died from exposure—yet the race increases.

Attempted exterminations have been futile. They have faced death for the principles of freedom and Christian ideals. Armenian relief should come from America with a ready and generous hand. For these people, through tremendous trials have proved themselves a great people.

editor of the paper and are his expressions of opinion regarding recent events. They are written for the purpose of influencing public opinion.

Editorials are expressions of opinion which may or may not be correct. We should read them with an open mind, but should do our own thinking and come to our own conclusions. We should learn what a paper's politics is and other facts concerning its purposes, in order to be helped in correctly interpreting and judging its editorials.

#### EXERCISE 5

(1) Find the editorials in newspapers which the teacher will hand to you. (2) Read at least one editorial in each of the daily issues of

some daily newspaper for a week, selecting those which interest you the most. (3) Tell the class the substance of one of the editorials. (4) What do you observe as to the location of the editorials? That is, are they grouped together or are they scattered? Are they located on some particular page or are they on different pages from day to day? (5) What is usually printed immediately above the first editorial? (6) How do you account for the fact that two newspapers often express opposite opinions on the same subject?

## THE BOMB CHALLENGE!

**J**UST this word to the insane bomb plotters: Their violence is a direct challenge to organized society in this democratic republic. Democracy will not be overthrown by any such methods.

We reason things out here in America and we decide issues by the recording of our collective judgment. We shall continue to decide matters by that process. Those who resort to the bomb are in the wrong place. The challenge of violence must and will be met and dealt with according to the laws of the land.

The destroyers say they act in the name of liberty. The whole tendency of such action in a free country is to compel the majority to adopt restrictive measures. Because of that the bomb outrages are doubly criminal.

We must be careful that reaction does not result from the work of insane dynamiters. But the republic must protect itself and its institutions against terrorist methods. America will not be destroyed by terrorism. This, we are confident, will be the judgment of every trade unionist and every true lover of liberty, democracy and progress.

### HOW NEWSPAPERS ARE MADE

A single issue of a daily newspaper is likely to contain as much printed matter as a book of seventy-five or more pages. Sunday editions often contain as much material as a book of two hundred or more pages. To prepare and print a book frequently requires several months, sometimes a year or more. It is therefore remarkable that once in every twenty-four hours





*"Form" of newspaper page ready for stereotyping*  
(For explanation, see page 93)



# THE WASHINGTON STATE JOURNAL

## SIGNING OF TREATY FACES NEW DELAY

THE SIGNING OF THE TREATY BY THE PRESIDENT AT WASHINGTON, MONDAY, MAY 1, 1910, HAS BEEN ANNOUNCED BY THE STATE DEPARTMENT. THE TREATY IS THE RESULT OF LONG AND COMPLICATED NEGOTIATIONS.



The mold or "mat" made on paper pulp from the "form" shown on page 90  
(For explanation, see page 93)



*The stereotype resulting from pouring molten lead on the bent "mat" in the casting box. The "mat" before bending is shown on page 91*

(For explanation, see page 93)

an issue of a daily newspaper can be prepared, printed, and distributed over an area frequently of many hundreds of square miles. How a newspaper is made, then, is an interesting story, and we shall learn something about the details of its various departments in this lesson.

**Editorial department.** The editorial department gathers and writes the news and writes the editorials. At the head of the editorial department is the **editor-in-chief**, with several other editors and other persons working under his direction. The reporters belong to the editorial department.

**Printing department.** The printing department sees to the printing of what the editorial department prepares. In the printing department are the proofreaders, printers, typesetters, pressmen, the printing presses, etc.

When the news, editorials, and advertisements have been written, how are they put into print?<sup>1</sup>

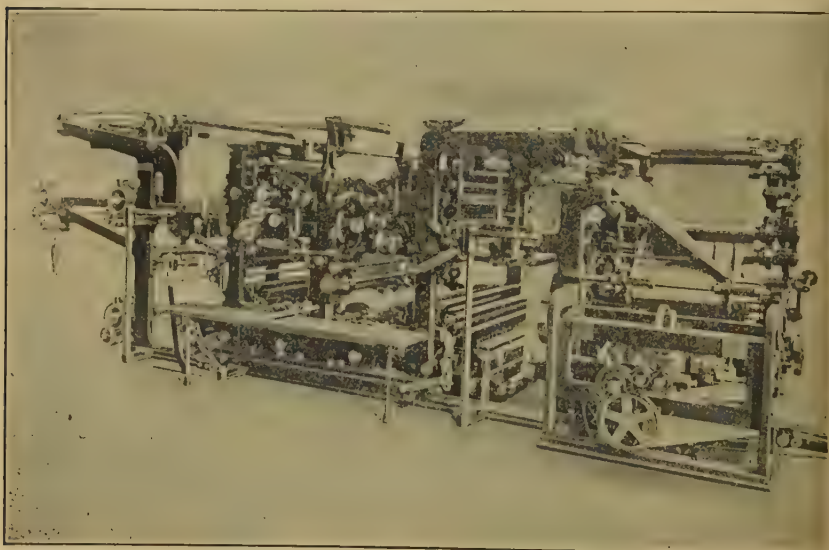
The reading matter is set up on linotype or monotype machines, which are provided with a keyboard somewhat like that of a typewriter. Letters are impressed on molten type metal. Linotype machines set each line in a solid piece; monotype machines cast each letter separately—hence the names linotype and monotype. For parts requiring special type not provided by the machines in use, the typesetting is done by hand.

The type is placed in long pans known as “galleys.” Proof is printed from these on long sheets of paper, and after the necessary corrections have been made, as indicated by the proofreaders, the type is put together in page form by so-called “make-up” men in the composing room.

The “forms” for the different pages are then taken to the stereotyping room. Here a mold or “mat” of each page is made on paper pulp. This is bent into semicircular shape in a casting box. Molten lead is poured into the casting box, thus making for each page a

<sup>1</sup>In connection with reading the description which follows, examine the cuts on pages 90, 91, 92, and 94.

semicircular lead plate. These plates go to the press room, where they are locked in the cylinders of the printing press. Here they are automatically inked and pass over paper which is supplied from a great roll. In this way each plate prints a page of the newspaper. As the print paper passes through the press it is cut automatically, counted, folded, and the paper comes out ready for distribution. [From *Lessons on the Use of the School Library*, issued by the Wisconsin Department of Public Instruction.]



*A printing press*

**Business department.** The business department gets subscribers and advertisements, collects bills, pays out money for salaries and other expenses, and in general looks after the money matters of the paper.

**Publisher.** The owner of the paper is usually referred to as the **publisher**. Sometimes the paper is owned by several persons who may form a stock company. Sometimes the editor-

in-chief and perhaps other persons working on the paper are also the owners and hence the publishers.

#### EXERCISE 6

(1) Find out what you can about the news-distributing agencies, and how they gather and distribute news to the newspapers. The chief distributing agencies now are the *Associated Press* and the *United Press*. (2) Find out as much as you can about other ways in which newspapers gather news. (3) What is meant by "the morgue," an expression used by newspaper workers? If necessary, ask some newspaper man this question. (4) Read a good description of the **linotype** machine. If necessary, consult the dictionary. (5) What is a **mono-type** machine? (6) What is the difference between a **galley proof** and a **page proof**?

**Visit to a newspaper plant.** If possible, the class should visit the plant of some daily newspaper and learn from observation how newspapers are prepared and printed. Arrangements should be made beforehand so that the class may see and learn as much as possible on the occasion of the visit. The things taught in class should receive special attention.

#### HOW TO READ NEWSPAPERS

**Time.** There is so much printed matter in each issue of a daily newspaper that many people spend a long time in reading it. If this is repeated day after day, a large amount of time will be spent in the course of a year. And much of this time will be wasted, for only a part of any issue of a newspaper is of value to any one reader. The paper is prepared to meet the needs of many different kinds of people, and it is a waste of time to read what does not concern the reader.

One should not, as a rule, spend more than fifteen or twenty minutes per day in reading the daily newspaper. Spending more time than this is justifiable only when there are long news articles of great importance or when the paper prints the message of the President or the governor or important public addresses.



**Omissions.** To read a newspaper rapidly, it is necessary to do much "skipping." One can usually quickly decide what to read and what not to read by looking at the headlines. If one is in doubt after looking at the headlines of a news article whether to read it or not, then the reading of the "lead" will help to decide the question. Often it is advisable to read only part of an article. One should be on the alert to know when the further reading of an article is not worth while.

When one is in considerable of a hurry, it may be necessary to skip whole pages of the newspaper. In that case at least the front page and the editorial page should receive attention.

**Order of reading.** Which of the following plans for reading a newspaper do you think best and why? Try each of the plans in regard to which you are in doubt.

a) Reading the pages one after the other in the order in which they come, beginning with the front page.

b) Reading first the front page, then the editorial page, then the rest of the pages in the order in which they come.

c) Skipping around without any definite plan.

The writer prefers the second of the above plans. What reasons can you give for this preference?

What plan would you follow in reading advertisements in the newspapers?

**Judging reliability.** To what extent should we believe what is printed in newspapers? Some people have the habit of believing nearly everything they read in the newspapers, while others believe little or nothing. We should not go to either of these extremes.

In order to be able to judge fairly well as to the truth of what one reads in the papers, it is necessary to know a number of things about the paper read. If it is the champion of some particular political party, it is likely to tell the political news



in ways that will favor that party. Hence we should know and keep in mind to what party the paper adheres. In order to keep from being imposed upon, it is a good plan to read the papers devoted to different parties. You have perhaps seen striking examples of how the politics of a newspaper will "color" its news by observing the contradictions in the election news a day or two after the election, before the results are known to a certainty.

There is always the temptation for a newspaper to exaggerate in order to create a sensation and increase sales. This tendency to exaggerate should be kept in mind by all newspaper readers.

Many of the mistakes printed in newspapers are due to the fact that the information received is incomplete; for example, when the first news of a great disaster is received or the first news of an election. Readers should always wait until there has been time enough to receive the complete news before coming to a conclusion on an important matter.

Newspaper articles which make a practice of hinting at graft or other wrongdoing without giving statements of fact for which they can be held responsible should never be believed without further evidence. This is especially true of attacks on public officials.

The reader should learn as much as possible about the policies of the papers which he reads; for example, what is their policy with regard to labor unions; municipal ownership of gas and electric lighting plants; street railways; taxation; public schools; good roads; in general, all matters that are of general public concern. What a paper works for in such things greatly affects the way it writes up the news and the kind of editorials it contains.

Above all, one should avoid reading and believing in only one newspaper. It is a good plan to read papers on both sides of public controversies. One can in that way better get at what the actual facts are.

## EXERCISE 7. GENERAL EXERCISE ON NEWSPAPERS

(1) What is meant by newspaper men when they speak about a "scoop"? How does the desire for "scoops" sometimes affect the reliability of news articles? (2) Read in fifteen minutes the newspaper handed to you in class, then tell orally or write the substance of what you have read. Each member of the class should do this. Do your best to get a good standing in this exercise, for the ability to read a newspaper rapidly and yet pick out the most important things is a valuable kind of ability. Do this exercise a number of times. (3) Clip for one week the most important articles in one or more daily newspapers and mount them on a bulletin board for the benefit of the rest of the school. It would be well for two of the class to work together at making these clippings, each two doing the work for a week at a time and then another two taking their place, and so on until all have had an opportunity to select clippings. (4) Be on the lookout for clippings from daily newspapers that should be filed for use in various classes; for example, articles on health for the physiology class, accounts of travel for the geography class, etc. (5) Find an example of two newspapers differing widely in their accounts of the same piece of news. How do you explain the difference? (6) Bring to class what you consider the best editorial that has appeared in some daily paper for the period of perhaps a month.

## XXII. MAGAZINES

You have very likely been reading magazines more or less regularly for some time. From your knowledge of what magazines contain you realize that they provide an important kind of reading. They furnish some of the best comments on current events and frequently print some of the best current literature in the form of stories, poems, etc. That is, the good magazines do. There are, of course, magazines that are not worth reading, just as there are newspapers and books of that kind.

In order that you may read magazines so as to be most benefited by them, it is necessary that you learn (1) how to select magazines, (2) how to read them to the best advantage, and (3) how to use them for reference purposes.

### SELECTION OF MAGAZINES

In order to select the magazines most suitable for our own reading, we should carefully examine the magazines from among which we are to do the choosing. If possible, one should read for a time in a wide variety of magazines and then decide which ones to read regularly. This is best done by reading for a while in certain magazines, then in certain others, and so on.

**Juvenile magazines.** There are a number of magazines especially intended for young people with which all upper-grade and beginning high-school pupils should be well acquainted. Among these are: *The Youth's Companion*; *St. Nicholas*; *Popular Mechanics*.

Other periodicals which it would be well for you to know about are: *Boys' Life*; *Current Events*; *The Pathfinder*; *Our Dumb Animals*.

**Magazines for grown-ups.** While you are in school you should begin to read magazines for grown-ups and learn enough about the best magazines to be able wisely to select your magazine reading after you leave school. The following-named magazines are all well worth getting acquainted with. From among them you will be able to make a good selection for your own reading.



*A convenient magazine rack*

that is, if you read enough in them to become acquainted with them. The magazines are monthly unless otherwise indicated.

Magazines which pay much attention to current events, such as: *Collier's National Weekly*; *Current Opinion*; *The Independent* (weekly); *Literary Digest* (weekly); *The Outlook* (weekly); *Review of Reviews*; *The Survey* (weekly); *World's Work*.

Magazines in which short stories are a feature, such as: *American Magazine*; *Atlantic Monthly*; *Century Magazine*; *Everybody's Magazine*; *Saturday Evening Post* (weekly); *Harp-er's Monthly Magazine*; *Scribner's*. These magazines, however, have other features besides the stories. What these features are you should learn by examining the magazines themselves and reading in them sufficiently to become acquainted with them.

Magazines devoted to special subjects, not including magazines for women: *The House Beautiful*; *National Geographic Magazine*; *Popular Mechanics*; *Scientific American* (weekly); *The Survey* (weekly); *System* (emphasizes business efficiency).

*Popular Mechanics* is included in the list for adults as well as in the juvenile list for the reason that it equally interests young people and adults. *The Survey* deals especially with the improvement of the condition of the unfortunate classes of society, and yet it has very much in the way of material on current events; hence it is listed here as well as with the current events magazines.

Magazines for women mainly: *The Delineator*; *Good House-keeping*; *Ladies' Home Journal*; *Woman's Home Companion*.

#### EXERCISE I

(1) Make a list of the above magazines that you have read at least to some extent. (2) Carefully examine as many of those that you have not read as you can obtain for the purpose. If you have access to a public library, you can very likely get the opportunity to examine all of them there. If not, you will have to secure as many as you can in some other way. The school library and home libraries may be sufficient for your purpose. In looking at the magazines have especially in mind selecting magazines for your own reading. Be prepared to report in class on each magazine examined, including those with which you were already acquainted. (3) As a result of your examination of magazines, which magazine for adults would you



prefer to read for current events? Why? (4) Which for short stories? Why? (5) Which one among those dealing with special subjects? Why? (6) If there are magazines not listed above which you think deserve attention, be prepared to discuss their merits in the class. The teacher may care to call the attention of the class to other magazines also. The thing to keep in mind is that one should read the best magazines of any particular kind. Those listed in this lesson have achieved a reputation in their respective fields, and one may be sure that he is not going far astray if he gives them the preference until he is sure that some other magazines are better for his purposes. New magazines may be started which will deserve your attention. (7) Make a selection of magazines for a home consisting of father, mother, and children who are in the upper grades and high school. Suppose the family can afford to subscribe for eight magazines; also go on the plan that there should be at least one of each of the following kinds of magazines: (a) current events; (b) reading for pleasure mainly; (c) science and inventions; (d) for the women; (e) for the children. Making this selection will be of use to you even though you may not subscribe for as many as this in your own home. It will help you select magazines for your own reading and that of others in the school library or public library, and when making occasional purchases of magazines in bookstores and at news stands. Be prepared to give good reasons for your selections.

#### HOW TO READ MAGAZINES

After we have selected the magazines which we want to read, we must still do some selecting, namely, of what we are to read in those magazines. It would be unwise, as a rule, to read all that a magazine contains, for the same reasons that it is unwise to read all that a newspaper contains.

In reading a magazine, then, one should first make a selection of the articles he will want to read. By looking at the table of contents, and then reading just a little in the articles that seem to fit one's needs and likes, the reader can easily skip those articles which seem to him least worth while. This will save



time so that he can read to better advantage the remaining articles.

One can often decide whether or not to read a magazine article by noting who wrote it. It is well to notice who has written what seems especially good; this will help in selecting what to read.

Magazine articles are more carefully written than newspaper articles, as a rule, because more time is put upon them. Magazines should therefore be more carefully read than newspapers. It is a good plan for the reader to discuss with his friends what he reads in the magazines, as that will add interest to the reading and will help him to give attention to the most important things in what he reads.

It will occasionally be best to read only parts of a magazine article, picking up here and there those things that most interest the reader. This affords another important way of saving time.

#### EXERCISE 2

(1) Read a current news magazine according to the suggestions given above. Report in class what you read and what you omitted and why; also how you found out what to omit. (2) Read and report on a story magazine in the same way. (3) The boys are to read and report on a magazine more especially intended for men, and the girls on a magazine for women. As in the preceding exercises, the reports are to show mainly how the reader decided on what to read and what to omit. (4) Be on the lookout to see who are the best magazine writers. Make out a list of, say, five writers whom you especially like.

#### REFERENCE WORK WITH MAGAZINES

Magazines are among the best sources of information on the topics of the day. Books are soon out of date on many kinds of topics; newspapers are too hastily put together to supply accurate information on many subjects.

The question before us is how to find in magazines the particular piece of information for which we are looking.

**Indexes to individual magazines.** Some magazines provide an index to each volume. A volume usually consists of all the issues for a year or for six months. By keeping the issues arranged by years and by numbers for each year, one can get at the information which any particular magazine thus indexed and arranged contains.

### EXERCISE 3

(1) Find out which of the magazines that you have access to provide indexes. (2) Do you find that these magazines all have a table of contents for each issue? (3) Would these tables of contents be of much use for reference work? What is the main use of the tables of contents? (4) Look carefully at several indexes to individual magazines and note in each case whether the index is (a) by subjects; (b) by authors; (c) by titles. (5) By means of the index to an individual magazine, look up one or more subjects in which you are interested.

**General indexes to magazines.** You can readily see that there would be much advantage in having one index to all the magazines worth indexing. And such indexes we have in the two now to be described.

*Readers' Guide to Periodical Literature.* The *Readers' Guide* indexes many magazines. It is issued monthly; the issue every third month contains not only the index for that month but also for the previous months of the year. The last issue of the year, the December number, contains the index for the entire year. Every five years an index for the entire five-year period has been prepared. The first of these covered the years 1900-1904, the last that of 1910-1914. That of 1915-1918 covers four years. At the time this is written (1920) the publishers announce that the cumulated indexes will hereafter be issued every three years.

On pages 106-107 you will find a reduced reproduction of a page of the *Readers' Guide to Periodical Literature*<sup>1</sup> for the month of January, 1919. Note the following by studying the page:

1. There are entries *by authors*. For example, the first entry, **Eldred, Wilfred**. By reading this entry through, we find that a man by the name of Wilfred Eldred (the author) wrote an article with the title "Wheat and flour trade under Food administration control: 1917-18," which article was printed in the *Quarterly Journal of Economics* (for which the abbreviation *Q J Econ* is used); in volume 33, on pages 1-70; in the number for November, 1918.

2. There are entries *by subjects*. For example, **Entertaining** (see third entry in second column). By reading what is given under this entry, we learn that there is an article entitled "Get-acquainted games and stunts for school parties," in the *Woman's Home Companion*; volume 45, on page 54; in the number for September, 1918.

3. There are entries *by titles* in the case of stories and poems.<sup>2</sup> For example, the second entry in the second column, **Enlisted**. By reading the entry, we learn that a poem with the title "Enlisted," and written by M. C. Davies, is to be found in the magazine *Current Opinion*; volume 65, on page 398; in the number for December, 1918.

4. There are *cross references*. For example, near the bottom of the first column, we find **Enemy shipping**. See **Enemy property**. This means that if you are looking for some magazine material on enemy shipping you should look in the *Readers' Guide* for the entry **Enemy property**.

5. Some of the subject headings are subdivided by means of *sub-heads*. For example, the subject heading **Elections** is divided by the subheads **Great Britain** and **United States**.

How many references are there to articles on elections in Great Britain? On elections in the United States?

Into what subheads is the subject **England** divided?

<sup>1</sup> Used by permission of the H. W. Wilson Co., publishers.

Beginning with the year 1920, the poems are listed by title under the heading "Poetry."

## PERIODICAL LITERATURE

13

**Eldred, Wilfred**

Wheat and flour trade under Food administration control: 1917-18. *Q J Econ* 33:1-70 N '18

**Elections****Great Britain**

British general election. H. W. Horwill. *Nation* 107:747-8 D 14 '18  
 Election issues and the conference. H. W. Horwill. *Nation* 107:800-1 D 28 '18  
 General election in England. *New Repub* 17:222-4 D 21 '18

**United States**

Has President Wilson been repudiated in the recent elections? *Cur Opinion* 65:350-2 D '18

**Electric heating, Industrial**

Electrically heated industrial appliances and devices. G. J. Kirkgasser. *Il Ind Management* 56:417-23 N '18; Same cond. *Lit Digest* 59:25 D 28 '18

**Electric lamps, Arc**

Why arc-light globes turn purple. *Lit Digest* 59:24 D 14 '18

**Electric lighting plants, Municipal.** See **Electric plants, Municipal****Electric motors**

Determining the value of slip. G. Hilpert. *Sci Am S* 86:406 D 28 '18

**Electric ovens**

Electric heat for drying and baking. G. J. Kirkgasser. *Il Ind Management* 56:489-95 D '18

**Electric plants, Municipal**

Reconstruction of a municipal water and light department; the experience of Columbia City, Indiana. F. T. Schultz. *Il Am City* 19:390-4 D '18

**Electric precipitation**

Electrostatic dust precipitation. W. H. Easton. *Il Ind Management* 56:473-5 D '18

**Electricity in the home**

Electricity in the home. C. H. Zillesen. *Il House B* 44:394 D '18

**History**

See **Great Britain—History**

**Social conditions**

English social life in war-time. J. Heyneman. *R of Rs* 58:630-2 D '18

**England and the United States**

Germany's last hope. *Lit Digest* 59:19-20 D 7 '18

Getting together; what the American blue-jacket thinks of Britain and the British. L. R. Freeman. *Outlook* 120:589-90 D 11 '18  
 To the young writers of America; with reply by G. H. Towne. R. Nichols. *Bookm* 48:410-15 D '18

Enlisted; poem. M. C. Davies. *Cur Opinion* 65:398 D '18

**Entertaining**

Get-acquainted games and stunts for school parties. *Woman's H C* 45:54 S '18  
 Eocene period. See **Paleontology—Eocene**

**Eothen, pseud.**

Marquis Okuma: Japan's veteran educator. *Nation* 107:702 D 7 '18

Epitaph for us; poem. E. L. Masters. *Yale R n s* 8:252-3 Ja '19

**Erb, Mae Aileen**

Best gift of all. *Musician* 23:863 D '18

**Escapes**

Three times and out! G. W. Coover. *Il Sun-set* 41:21-3 O '18

**Eskimos**

Electricity brings light and news to American Eskimos. *Lit Digest* 59:57 D 28 '18

**Espionage law**

Safeguarding our minds. *Nation* 107:795 D 28 '18

**Estonia**

Appeal of the Estonian democracy. *Nation* 107:752-3 D 14 '18

**Etchings**

Architectural etching. F. Weitenkampf. *Il Arch Rec* 44:550-7 D '18

- Ethics**  
 Sociology as ethics. E: C. Hayes. Am J Soc 24:289-302 N '18  
**Ethics, Christian.** See Christian ethics  
**Ethics, Social.** See Social ethics  
**Ettinger, William Louis**  
 Our schools in war-time. R of Rs 58:636-8 D '18
- Europe**  
 Maps  
 See Maps—Europe  
**European war, 1914—**  
 In England and France, at the climax. A. Shaw. R of Rs 58:607-18 D '18  
 American participation  
 See European war—United States  
**Atrocities**  
 Frightfulness. M. Deland. Il Woman's H C 45:13 D '18  
 Bibliography  
 Sheaf of war books. Nation 107:735-6 D 14 '18  
 Campaigns and battles  
 End of the world war. O. B. Mitcham. maps Sci Am 119:496 D 21 '18  
 End of the world war. F. H. Simonds. map R of Rs 58:592-600 D '18  
*Western front*  
 Fighting in France with the marines. N. Jenkins. plan Scrib M 65:94-9 Ja '19  
 How the Meuse was crossed by Americans. Lit Digest 59:40-4 D 14 '18
- Casualties**  
 War's cost in human lives. Lit Digest 59:14 D 7 '18  
 Costs  
 Survey of war figures that stagger the imagination. Cur Opinion 65:407 D '18
- Fiction**  
 Vive la France. E. B. Knipe and A. A. Knipe. Il St N 46:3-11, 128-35 N-D '18 (to be cont)  
 A page from the "Readers' Guide"
- Elementary education.** See Education, Elementary  
**Elizabeth, princess of Rumania**  
 Portrait. Asia 18:1043 D '18  
**Elliot, F. A.** See Sheppard, Samuel Edward, jt. auth.  
**Elliot, Lillian Elwyn**  
 Central American economics and finance. Pan Am M 28:80-9 D '18  
**Employees, Training of**  
 Vestibule school of Lincoln motor co. J. M. Eaton. Il Ind Management 56:452-5 D '18  
**Employment service—United States.** See United States—Employment service  
**Employment systems**  
 Simple employment plan. J. H. Richardson. Ind Management 56:511-12 D '18  
 Standardizing labor turnover. H. W. Kimball. Ind Management 56:506-7 D '18  
 Successful employment department. R. Waldo. Ind Management 56:507-8 D '18  
**Emptiness; story.** H. R. Hull. Touchstone 4:209-11 D '18  
**Empty cradle; poem; translated from the Spanish. J. Selgas.** Lit Digest 59:29 D 21 '18  
**End; poem.** M. Wilkinson. Cur Opinion 65:398 D '18  
**End of the trail; poem.** B. P. O'Seasnain. New Repub 17:162 D 7 '18  
**Endicott, Henry B.**  
 Portrait. Woman's H C 45:54 O '18  
**Enemy aliens**  
 Alien teachers in New York state. School and Soc 8:707 D 14 '18  
**Enemy property**  
 What is enemy shipping? Nation 107:754 D 14 '18  
**Enemy shipping.** See Enemy property  
**England**  
 Description and travel  
 Leaves from the West of England sketch-book; drawings. A. E. Newcombe. Int Studio 66:43-50 D '18  
 Education  
 See Education—England



How many cross references under the subject **England**? Explain each of them.

6. *Portraits* are indicated. Note, for example, that there is a portrait of Henry B. Endicott in the *Woman's Home Companion* for October, 1918.

7. The names of the magazines are nearly all *abbreviated*. These abbreviations and others are explained in the front part of the *Readers' Guide*.

#### EXERCISE 4

(1) By referring to the page of *Readers' Guide* reprinted on pages 106-107, tell where you could find a magazine article on the cost of the European or World War. (2) Where find something about Eskimos? (3) What author headings are printed on the reproduced page? (Be careful not to confuse author and subject headings. For example, the entry **Endicott, Henry B.**, is not an author entry, but a subject entry. The entry does not refer to something which Henry B. Endicott wrote, but means that there is something given *about* him, namely, a portrait of him. So it is a subject entry.) (4) There are six title entries on the page. What are they? (5) Where is there a magazine article on the espionage law?

#### EXERCISE 5

The questions in the following exercises are to be answered by reference to the *Readers' Guide* in the library:

(1) For what years does the library have the *Readers' Guide*? (2) Which of the magazines indexed in the *Readers' Guide* does the library have? For the list of the magazines indexed, see the front part of the *Readers' Guide*. (3) Find an article in some magazine of last year on the subject of tuberculosis. (4) Find an article written by Theodore Roosevelt. You are not restricted to any particular year. (5) Find an article about Roosevelt. (6) Find one of the latest magazine articles indexed in the *Readers' Guide* on the subject of a league of nations. (7) Find the latest magazine article in the library on the Boy Scouts, using the *Readers' Guide* in locating the article.



(8) Find a magazine article on the present Speaker of the House of Representatives. (9) Find a recent magazine article on the British navy. What is one of the principal points made in this article?

*Poole's Index to Periodical Literature.* This is an index to both American and English magazines. It indexes magazines issued in the period from 1802 to 1907, a period of 105 years. The abridged edition is to be found in most public libraries, and it will usually answer the purpose for which one may want to consult *Poole's Index*. If one wants to find information given in magazine articles printed before the *Readers' Guide to Periodical Literature* was issued (1900), it will be necessary to use *Poole's Index*. There are no author entries in *Poole's Index*—only subject entries—except that articles of a literary rather than informational nature (fiction, poems, plays, etc.) are entered under the first word of the title not an article (*a*, *an*, or *the*).

If you have access to *Poole's Index*, examine it and look up a few magazine articles on subjects that were very much discussed some years ago; for example:

slavery; Greenback party; Centennial Exposition; assassination of President Garfield; Carpetbaggers; Franco-Prussian War.

*Special indexes.* There are indexes to the periodical literature bearing on certain subjects. For example, the *Agricultural Index*, published by the H. W. Wilson Company, New York City, indexes agricultural papers and magazines and agricultural bulletins. Among other special indexes are one on engineering and another on industrial arts.

### XXIII. NOTE TAKING

It is often desirable when reading a book or looking up references to write down in short form things which one wants to use later. In order to do this note taking successfully, it is necessary to have a good plan for doing it. There are several such plans. The suggestions made in this lesson are intended to help you in your note taking, even though you may later develop a plan of your own.

#### WHEN TO TAKE NOTES

When it is necessary to read much in the textbook or other books in order to cover the ground of a lesson, notes should be taken of the most important points in order that these points later may be gone over rapidly. The lesson will thus be better understood as a whole and more easily remembered. When one is looking up references in studying a lesson, notes should be made even though the references are short. The references can then be gone over before the recitation or when reviewing is being done. Occasionally some notes will be needed to refer to in the recitation.

What has been said of lessons applies also to note taking for debating or for gathering material for a composition, a talk, or other occasion when the information is needed.

When reading a book it is well to make notes of the parts which interest the reader most. In order to prevent the need of frequently stopping in the midst of the reading and so detracting from the interest, the reader may jot down the pages from which he may want to make notes and then when he has completed the reading go back and make the notes. This plan applies especially to the reading of books on which a report is to

be made. But it is a good plan also to make notes when reading for pleasure only. Such notes will often be very interesting later. Moreover, the making of notes helps us to a better understanding and appreciation of what we read.

#### HOW TO TAKE NOTES

The shorter the notes, provided they serve the purpose, the better. Often a word or two will recall what one wants to use.

If the exact words of the writer are used, they should be enclosed in quotation marks. See page 114, lines 19 and 28.

If, in a quotation, parts are omitted, elision marks (. . .) should be used where the omission occurs. See lines 21 and 22, page 114. Brackets [ ] should inclose words which are not part of the quotation, but which are written within the quotation marks. See line 28, page 114.

The page or pages from which a note is taken should be given at the end of the note. This suggestion does not, of course, apply to dictionaries and encyclopedias, in which the arrangement is alphabetical.

Author and title of books and title and date of magazines should be given in the notes. If the notes are all from one book or magazine, attention may be called thereto at the beginning. See the notes on "Indians," page 112.

When making notes on a subject for which there will be notes on a number of points, it is best to make the notes on the different points on separate cards or sheets so that all the notes for any one point may be placed together. See the notes on Edison, pages 113-114.

**Kind of cards or paper.** If cards are used, the best size is that used in card catalogs, namely, three by five inches. A convenient size of paper for note-taking purposes is five and one-half by eight and one-half inches. This is just half the size of the standard sheets used in business correspondence. It is

of course convenient to use paper which is punched for use in loose-leaf notebooks. However, sheets of business cap cut in two make very serviceable sheets for note taking. Loose-leaf notebooks and the paper which goes with them are recommended as most satisfactory.

Cards need to be filed in a tray or pasteboard box into which they fit. Sheets can be clipped or tied together and when not in use filed in some such way as that recommended for pamphlets and clippings, page 135.

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## INDIANS

### American Indians, by Frederick Starr

#### HOUSES

Pueblo houses of stone and adobe. Admirably built.—p. 7.

"Long House" of the Iroquois 50 to 100 ft.; framework of poles, covered with bark; no windows; doorway at each end; partitioned off for families.—p. 7-8.

Mandans. Good houses, circular, framework of timbers, covered with earth a ft. thick.—p. 11.

Plains Indians invented the tent after getting horses from the whites.—p. 12-14.

#### DRESS

Eastern states and plains. Clothes of tanned and dressed skins. Hides stretched, scraped, and softened. Five principal garments. Ornaments of beads, bear claws, porcupine quills, etc.—p. 14-19.

West. Handsome cotton blankets and kilts worn by Moki and other Pueblos. Navajo blankets famous. British Columbia, capes woven of cedar bark. Dresses of grass worn by some California women.—p. 20-1.

#### CHILDREN

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## NOTE TAKING FROM A SINGLE BOOK

The notes reproduced on page 112 were taken from *American Indians*, by Frederick Starr. These notes illustrate how to take notes when only one book or magazine article is used as the basis of the notes. Then it is not necessary to have the notes on different points on separate sheets.

## NOTE TAKING FROM SEVERAL BOOKS OR ARTICLES

On this and the following page are samples of notes taken by a student in reading up on the life of Thomas Alva Edison. Only a part of the notes that were taken are printed. Other topics or points on which notes were taken are: Edison as a telegrapher; first inventions; electric light; electric railway; miscellaneous inventions; methods of working at an invention; anecdotes.

It will be seen that the notes were taken on separate sheets for the different topics; that the book or magazine and the pages therein from which each note is taken are indicated; that a topic may be further subdivided by means of paragraphs. It will be noted that the points are arranged in such way that they could be used in giving a talk on the life of Edison; that is, they are arranged in the order in which the events took place. While notes are being made, however, they may be arranged alphabetically, so that they can easily be found for the insertion of additional material as the reading in different books or articles proceeds.

## EDISON

*Childhood*

Born Milan, O., Feb. 11, 1847. Frail health. Did not do well at school. Teacher called him "addled." His mother, a former teacher, took him out of school and taught him herself. Interesting accidents. Read many good books. Many experiments in the cellar.—Meadowcroft: *Boy's Life of Edison*, p. 12-23.

## EDISON

## Newsboy

At 12, newsboy on train running to Detroit. Spent spare time reading in the Detroit public library, mainly on the subject of his experiments. Became interested in electricity. Saved life of child, and the father offered to teach him telegraphy. Set car on fire with experiments; ears boxed (deafness); discharged. Other stories of E. as a newsboy.—Meadowcroft: *Boy's Life of E.*, p. 23-54.

"Grand Trunk Herald," only paper printed on a train.—Marden: *Stories from Life*, p. 123-4.

Extracts from "G. T. H."—Perry: *Four American Inventors*, p. 213-16.

## EDISON

## Motion pictures

Zoetrope and other early attempts. 1887, E. began work on m. p. Two main difficulties. Kinetoscope. First m. p. shown. Talking m. p.—Meadowcroft: *Boy's Life of E.*, p. 264-71.

## EDISON

## The man

Success due to: concentration; self-confidence; love of overcoming difficulties; not crying over "spilt milk"; good health.

Sleeps six hours or less. Says: "I don't live with the past; I am living for to-day and to-morrow. I am interested in every department of science, art, and manufacture. I read all the time on . . . all things that are making for progress in the world. . . . In this way I keep up to date, and live in a great moving world of my own, and, what's more, I enjoy every minute of it."—Meadowcroft: *Boy's Life of E.*, p. 318-26.

A visit to Edison and his laboratory.—Drysdale: *The Fast Mail*, p. 96-113.

"He [Edison] suddenly remarked to me, 'Adams, I've got so much to do, and life is so short, that I'm going to hustle,' and with that he started on a dead run for his breakfast."—Drysdale: *Helps for Ambitious Boys*, p. 296.

Persistency shown by search for electric light film.—Mowry: *First Steps in the History of Our Country*, p. 312-13.

When E. was almost ready to give up.—*Cur. Opin.*, Jan. '17, p. 18.



## EXERCISE

(1) Make notes on as many pages of some book of travel or biography as your teacher shall direct. (2) Do the same with some history book or book treating of plants or animals. (3) Present to your teacher for criticism notes made from a textbook which you are now studying. (4) On one of the following subjects, or on some subject suggested by your teacher, make notes from several books, magazines, etc., placing the notes on each point on different sheets or cards and then arranging them in the order in which they would be needed for making a report on the subject: cotton; corn; Belgium; Franklin; history of your state; Civil War; World War; birds; submarines; aeroplanes; Roosevelt; wheat; Lincoln; George Washington; slavery; prohibition; Scotland; France; Woodrow Wilson; League of Nations. (5) Talk to the class on some topic on which you have taken notes, using the notes for reference while you are talking. Make your talk as interesting as possible. (6) Would you prefer to take your notes on cards or on loose sheets of paper, if you had to rearrange your notes after taking them? Give your reasons. (7) How would you file your notes so that you could find them when needed even though you had notes on many different subjects? (8) Look over the notes of several other pupils, including some notes that are especially good, so as to get suggestions for your own note taking.

## XXIV. GOVERNMENT

### REFERENCE

The government of the town, village, city, state, and nation should be so conducted that everyone may be secure in his rights and so that the greatest good will come to the greatest number. Many questions must be discussed and settled for this to be brought about. To the end that such public questions may be properly understood and properly settled, people must be able to learn what the facts are with regard to such matters as taxes, police, schools, army, navy, immigration, money, railroads, patents, copyrights, elections, graft, civil service, etc. This means that people should be able to use the best reference sources on such questions.

You will be doing a patriotic duty by learning well how to find information relating to governmental matters, both state and federal.

**Reference books.** The following reference books are of value in the study of government:

*Yearbooks.* There are a number of good yearbooks. The best known is perhaps the *World Almanac*. Yearbooks give much up-to-date information on government and politics. Look over briefly the lesson on yearbooks on pages 35-36. Examine a yearbook as to information on elections, platforms of political parties, and the like.

*Encyclopedias.* On which of the topics named in the first paragraph under "Reference" above could you very likely find information in a general encyclopedia? Briefly look over the lesson on encyclopedias on pages 29-32, with special reference

to finding information on matters that have to do with good government.

How could you judge the up-to-dateness of the information in an encyclopedia?

*State manuals.* Quite likely your state government issues every year or two a book which gives the latest information about the state government. Be sure to look over the latest edition of such a book issued by your state and study carefully what information it contains. Note whether or not it has a good index so that the contents are made readily available. See the section on "State Manuals," pages 132-133.

*Cyclopedia of American Government.* This is an exceptionally good reference source in government. Though it is rather difficult for upper-grade pupils, it is well to become acquainted with its merits by making use of it at least occasionally.

*Congressional Directory.* For each session of Congress there is prepared what is known as the *Congressional Directory*. This contains much valuable up-to-date material on the various departments of the national government, especially in regard to Congress. A copy should be ordered for the school in the month of December each year; for, as you know, Congress assembles annually on the first Monday in December. Application should be made to your member of Congress.

*Dictionary.* Words used in discussions of governmental matters are of course defined in the dictionary. Frequently people misunderstand one another in political discussions because they have different understandings of what the terms which they employ mean. In such cases more frequent use of the dictionary would be of considerable importance.

*Manuals of parliamentary practice.* To know how to preside at public meetings, how to "make a motion," how to bring

a question to a vote without further discussion, etc., is an important part of everyone's education in a country like ours, where the people rule. The most commonly used manual referred to as the guide in such matters at the present time is Robert's *Rules of Order*.

Under the guidance of your teacher, learn how to use Robert's *Rules of Order*, or some other manual of parliamentary practice.

**Shelf books.** What class number is given to books on government in the table on pages 44-45? Locate these books on the shelves of the library. Look at some of the books so as to get a general idea of their contents. Especially important is it that such books should be up to date and should have good indexes.

**Card catalog.** As in other subjects, the material on government in the shelf books is to a considerable extent made available by means of the card catalog. You are likely, for example, to find such entries as *Immigration; U. S.—Politics; Civil service; Tariff; U. S.—Army; Taxes;* etc.

**Magazine indexes.** Magazines frequently have articles on government and politics. These are made available by means of the *Readers' Guide to Periodical Literature*, *Poole's Index*, and the indexes to the magazines printed with each volume. Fuller information is given in the lesson on magazines, pages 99-109.

**Pamphlets and clippings.** A good collection of pamphlets and clippings such as that described on pages 134-135 will contain material on government and politics. Many newspaper clippings should be made of articles relating to such matters. Among material especially desirable would be: platforms of political parties; messages of the President to Congress and of the Governor to the Legislature; political addresses; editorials on political topics; facts and figures relating to taxation; army, navy, foreign commerce, etc.

## EXERCISE

(Do not make use of textbooks)

(1) What is meant by a *tariff for revenue*? (2) According to the latest *Congressional Directory*, how many senators and how many representatives are there in Congress? (3) Find a list of the present members of the President's cabinet. (4) What is meant by *the previous question* in parliamentary practice? Find the rule which governs in such a matter. (5) Find a copy of the latest platform of the political party to which the President belongs. (6) Find a copy of the latest state platform of the political party to which the governor of your state belongs. (7) Find and read an account of civil service reform in the government of the United States. (8) Find a copy of the Constitution of the United States which contains all of the amendments. (9) Find and read a short account of the United States income tax. (10) Find and read a short biographical sketch of the member of Congress from your district.

## GENERAL READING

Your study of newspapers (pages 83-98) will be of service to you in reading which has to do with your privileges and duties as a citizen. So with magazines (pages 99-109). The main purpose in such reading should be to learn what the facts really are, not what the reader prefers that they should be. In order not to be misled as to facts and right conclusions, it is well to form the habit of reading newspapers and magazines which take opposite sides on public questions.

Biographies of men and women who have rendered valuable services to their country give insight into the duties and responsibilities of citizenship. See list of biographies on pages 168-170.

On page 164 are listed books which provide interesting general reading relating to government.

There is also some fiction dealing with subjects having to do with good citizenship. The titles under "Civics—Fiction" on pages 164-165 are examples of such fiction.

## XXV. THE DICTIONARY: FOURTH SERIES

### QUOTATIONS IN THE DICTIONARY

It is often difficult and frequently impossible to tell by means of a definition exactly what a word means. In such cases the meaning can be made clear, at least to an extent, by means of a sentence or phrase containing the word. For example, we can illustrate one meaning of the word *fate* by means of the sentence, "It is the fate of all to die." Quotations are frequently used for this purpose in dictionaries.

In the reproduction from the dictionary on page 126, note that the meaning of the noun *credit* numbered 4 is illustrated by the quotation from Cowper:

John Gilpin was a citizen  
Of credit and renown.

Find several other quotations for the same word in the same reproduction. Pay particular attention to those which you best understand. Note how the quotations help to make clear the meaning.

### EXERCISE

Find a quotation in the dictionary for each one of at least five of the words below. When you find several quotations for the same word, select the one that is clearest to you. Make notes so that you can give (1) the definition; (2) the quotation; (3) the name of the author quoted:

earth; hunt (v. t.); flatter; rathe; lief; rude; woe; vengeance; beckon; quoth.

### DERIVATION OF WORDS TOLD IN THE DICTIONARY

The English language as spoken today is quite different from what it was a few hundred years ago. It has, in fact, changed considerably within the past hundred years. Like all



living languages, the English language is continually changing. You have learned that words formerly but not now in use are said to be **obsolete** (page 61). On nearly every page of an unabridged dictionary you will find words or definitions of words marked obsolete.

And while some words and meanings of words become obsolete, new words and new meanings of old words are continually being added to the language. This was strikingly exemplified in the World War. Think of a number of new words added to the language during this war.

The following new words and words with new definitions added during the World War may be mentioned: Anzac; battle-plane; Bolsheviki; camouflage; No Man's Land; poilu; tank. Define each and explain its connection with the World War.

Inventions and discoveries are responsible for many new words. Among such are: aeroplane; motorcycle; radium; phonograph; X-rays; garage; Zeppelin. Connect each of these words with a discovery or invention.

An up-to-date unabridged dictionary tells us something about the origin of every word in the language. By learning to make use of this feature of the dictionary, you will frequently find information of interest and value relating to words. The dictionary tells us, for example, that the word *sneak* comes from an old English word meaning *to creep*; that *manger* is from a French word meaning *to eat*; that *mob* is derived from a Latin word which means *movable* (that is, a mob may be looked upon as a group of people who are easily moved or led to commit acts of violence); that *pen* is from the Latin word *penna*, meaning a feather (why?); that *thimble* is from an Anglo-Saxon (Old English) word meaning *thumb*; that *umbrella* is from an Italian word which comes from a Latin word meaning a *shadow*.

How do you explain the connection between the derivation and the present meaning of the words mentioned in the

preceding paragraph? The foregoing explanation of the derivation of the word *mob* is an illustration.

#### EXERCISE 1

The information in regard to the derivation of words is given in brackets in most dictionaries. Look in the dictionary and notice this feature. Pay special attention to what is given last in the brackets. The language and word from which the word first started, so far as known, are given last. The English word may come from a French word, the French word from a Latin word, and the Latin word from a Greek word. The Greek word would then be printed last in the bracketed part explaining the derivation of the English word.

Find in the dictionary the derivation of the following words; make notes and be ready to recite upon them with your notes in hand:

wigwam; calico; bowie knife, gorilla; kidnap; silly; mustang; ninny; salary; tobacco.

#### PREFIXES

You have doubtless noticed that there are syllables at the beginnings of words that seem to have certain definite meanings in whatever words they occur. For example, the syllable *in* in the word *incomplete* means *not*; and so *incomplete* means *not complete*. We find the same syllable in such words as *insecure*, *inconsistent*, *inconvenient*, etc. Name some other words with the beginning syllable *in* in which it means *not*.

Such syllables at the beginnings of words are called **prefixes**.

#### EXERCISE 2

Notice the prefixes in the following words; make up your mind as to what each of them means, then turn to the dictionary and see whether or not you were right in your conclusions:

(1) *circumnavigate*, *circumference*, *cirumpolar*, *circumscribe*; (2) *unfriendly*, *unreliable*, *unable*; (3) *postscript*, *postpone*; (4) *antidote*, *antitoxin*, *antislavery*; (5) *review*, *recollect*, *refresh*, *renew*.

Find in the dictionary what each of the following prefixes means

and what language it comes from; give one word in which each occurs, and define each such word:

(1) inter-; (2) non-; (3) poly-; (4) hemi-; (5) mis-; (6) semi-; (7) bi-; (8) contra-; (9) peri-; (10) trans-.

#### SUFFIXES

There are many words which have one or more syllables at the end of the word, which syllables are called **suffixes**; for example, *eer* in *auctioneer*, *volunteer*, *privateer*.

#### EXERCISE 3

In the following list of words tell as nearly as you can from the meanings of the words what each suffix means. Then consult the dictionary and see how nearly right your answers are.

(1) the suffix *less* in godless, hopeless, helpless; (2) *ward* in backward, eastward, heavenward; (3) *fy* in beautify, terrify, Frenchify; (4) *or* in actor, surveyor, conductor; (5) *ly* in manly, queenly, fatherly.

Find in the dictionary the definitions of the following suffixes and what language each is derived from; also name and define one word in which each suffix occurs:

(1) -let; (2) -ite; (3) -graph; (4) -ful; (5) -ling; (6) -ism; (7) -ion; (8) -ize; (9) -gram; (10) -en.

#### DERIVATIVES

Consider of what parts the word *unlawful* consists. The first part is the prefix *un-*; the last part, the suffix *-ful*; and between the prefix and suffix is the part which we may call the **stem** (or radical), namely, *law*. You of course know that the word *unlawful* means *not according to law*. Which part means *not*? Which part means *according to*?

Many words consist of a **stem** (or radical) together with a suffix or prefix or both. Words thus formed are called **derivatives**. The exercise on page 125 is intended to give you some training in finding what the parts of such words mean and what languages they come from.

**Explanation.** Note the parts of the following words: *credit*; *credible*; *credulous*; *discredit*. You readily see that the stem of each of these words is *cred*. What does *cred* mean and what language does it come from? The dictionary gives this information.

**cred'it** (-it), *n.* [fr. F., fr. L. *credĭtum* loan, prop. neut. of *credĭtus*, p. p. of *credere* to trust, lend, believe.] **1.** Reliance on the truth or reality of something; belief; faith. **2.** Quality of being generally believed or worthy of belief; trustworthiness. **3.** Something credited, or believed. *Obs. & R.* **4.** Reputation; esp., good reputation. **5.** That which procures, or adds to, reputation. **6.** *Commerce.* Trust given or received; mercantile reputation entitling one to be trusted. **7.** *Bookkeeping.* **a** Entry, in an account, of a payment or other value received from an individual or from an account. **b** The side (right-hand) of an account on which such entries are made. **8.** Balance in a person's favor in an account. — *v. t.* **1.** To confide in the truth of; believe. **2.** To bring into credit; to bring honor or repute upon. **3.** *Bookkeeping.* To enter on the credit side; give credit for. **4.** To give credit for; attribute or ascribe (*to or with*). **Syn.** CREDIT, ACCREDIT. To CREDIT is to believe; to ACCREDIT, to invest with credit or authority; as, to *credit* a legend; an *accredited* agent.

**cred'it**, 1 kred'it; 2 crĕd'it. **Id. vt.** **1.** To give credit to or for; believe; accept as true. **2.** To believe (one) the possessor of something; followed by *with*. **II. n.** **1.** Belief in the truth of a statement or in the sincerity of a person; trust. **2.** Reputation for trustworthiness; character; repute. **3.** Title to praise or esteem; honor. **4.** In bookkeeping, amount in one's favor, or the entry or record of it. **5.** Reputation for solvency and probity [*< L. credĭtum*, orig. *< credo*, believe].

**Syn.:** (verb) see TRUST; (noun) see BELIEF; FAITH; FAME.  
— **cred'it-a-blĭ'ty**, *n.* **cred'it-a-blĭ'e-ness**,  
**cred'it-a-bl(e)**, *a.* Deserving or reflecting credit; praiseworthy; meritorious. — **cred'it-a-blĭ**, *adv.* — **cred'it-tor**, *n.* One to whom another is peculiarly indebted.

You will find by looking at the parts in brackets in the dictionary excerpts<sup>1</sup> on pages 124, 126, and 127 that the word *credit* comes from the Latin word *credere*, meaning *to believe*.<sup>2</sup> The stem *cred* has been formed by dropping the ending *ere* from *credere*. Note how this fundamental meaning of *to believe* belongs in the definition of each of the above words built on the stem *cred*. We give a man *credit* because we *believe* he will pay. A story is *credible* which is *believable*. A person is

<sup>1</sup> The excerpt on page 126 is taken from *Webster's New International Dictionary*, copyright 1909, 1913, by G. & C. Merriam. That on page 127 is from the *New Standard Dictionary*, copyright by Funk & Wagnalls. The first excerpt on page 124 is from *Webster's Secondary School Dictionary*, copyright 1913, by G. & C. Merriam; the second is from the *High School Standard Dictionary*, copyright by Funk & Wagnalls. All used by permission.

<sup>2</sup> The word *credo*, from which *credit* is derived according to the second excerpt above, is only another form of the word *credere*; *credo* means *I believe*.

*credulous* who *believes* too easily. A person is *discredited* when we no longer have any faith or *belief* in him.

## EXERCISE 4

By consulting the dictionary, find from what word in what language each of the words in the next to the last paragraph on this page is derived and what the stem word means. Look up the definitions of the prefixes and suffixes when necessary. Then be ready to define each word in such a way as to bring out the meaning of the stem and other parts of the word.

For example, by consulting the dictionary, we learn that the word *illegal* comes from the Latin word *lex*, meaning *law*, and the suffix *al*, meaning *according to*, and the prefix *il*, meaning *not*. So the word *illegal* means *not according to law*. You may ask how the stem *leg* can come from *lex*. One of the forms of the word *lex* is *legis*, and it is from that form that the stem *leg* comes. The form *legis* means *of law*, somewhat as in English *law's* means *of or belonging to law*, as in the phrase "the *law's* delay." This means the delay *of the law*. In Latin, Greek, and most other languages there are many more forms of the same word than in English.

If the Greek words, from which many English words are derived, are given in the Greek letters, do not attempt to read them, but simply give the meaning of the word or words from which the English word comes. For example, the word *hippopotamus* comes from a Greek word meaning *horse* and another Greek word meaning *river*. So a hippopotamus is literally a river horse. This animal got such a name from the fact that it lives in rivers and can be imagined to be some kind of a horse.

(1) biped, quadruped, peddler; (2) primer, primary; (3) decapitate; (4) percentage, centipede; (5) subtract, retract; (6) telescope, telegram; (7) fraction, fracture; (8) thermometer, barometer; (9) hippodrome; (10) annual, annuity.

Look up the derivation of two words of your own choosing and report upon them in class. In order to make an interesting report, you should look up quite a number of words and then select those two for reporting upon which seem to you to be the most interesting.



**cred'it** (-It), *n.* [*F. crédit* (cf. *It. credito*), *L. creditum* loan, prop. neut. of *creditus*, p. p. of *credere* to trust, loan, believe. See **CREED**.] **1.** Reliance on the truth or reality of something; belief; faith; trust.

When Jonathan and the people heard these words they gave no *credit* unto them, nor received them. *1 Macc. x. 46.*

**2.** Quality of being generally believed or of being worthy of belief or trust; trustworthiness; credibility; also, right to be believed; authority causing belief.

The things which we properly believe, be only such as are received on the *credit* of divine testimony. *Hooker.*

**3.** Something credited, or believed; a believed report. *Obs. & R. Shak.*

**4.** Reputation; now, usually, favorable reputation; esteem; honor; good name; estimation.

John Gilpin was a citizen

Of *credit* and renown.

*Cowper.*

**5.** Influence or power derived from the confidence of others or from one's character or reputation.

Having *credit* enough with his master to provide for his own interest. *Clarendon.*

**6.** That which procures, or adds to, reputation or esteem; honor, as for the performance of some meritorious act; as, he took no *credit* for having done so well; that does *credit* to you; also, a source of honor; as, to be a *credit* to one's family.

I published, because I was told I might please such as it was a *credit* to please. *Pope.*

**7.** Responsible care; charge; trust. *Obs.*

**8.** *Com.* Trust given or received; expectation of future payment for property transferred, or of fulfillment of promises given; the relation existing between one person and another who trusts in him to pay or render something in the future; mercantile reputation entitling one to be trusted; as, to buy goods on *credit*.

*Credit* is nothing but the expectation of money, within some limited time. *Locke.*

**9.** The time given for payment for lands or goods sold on trust, as, a long *credit* or a short *credit*.

**10.** *Bookkeeping.* **a** Acknowledgment of payment by entering in an account. **b** The side of an account on which are entered all items reckoned as values received from the party or the category named at the head of the account; also, any one, or the sum, of these items; — the opposite of *debit*, as, this sum is carried to one's *credit*, and that to his *debit*; **A** has several *credits* on the books of **B**.

**11.** The balance in a person's favor in an account; also, an amount or limit to the extent of which a person may receive goods or money on trust; specif., an amount or sum placed at a person's disposal by a bank.

**12.** A sum which the administration is empowered by vote of Parliament to borrow and expend in anticipation of the amount voted in the Annual Estimates. *Eng. Oxf. E. D. Syn.* — See **CREDENCE**.

**cred'it** (kréd'it), *v. t.*; **cred'it**-ED; **cred'it**-ING. **1.** To confide in the truth of; to give credence to; to put trust in; to believe; as, to *credit* a story or its author.

**2.** To bring into credit; specif.: **a** To make credible; to accredit. *Rare.* **b** To bring honor or repute upon; to do credit to; to raise the estimation of.

You *credit* the church as much by your government as you did the school formerly by your wit. *South.*

**3.** *Com.* To give credit to; specif.: **a** To sell goods to on credit. *Obs.* **b** *Bookkeeping.* To enter upon the credit side of an account; to give credit for, as, to *credit* to a man the amount paid; to place to the credit of; as, to *credit* a debtor with an amount paid.

**4.** To give credit for; to attribute or ascribe to or with.

Grove, Helmholtz, and Meyer, are more than any others to be *credited* with the clear enunciation of this doctrine. *Newman.*

**5.** To intrust. *Obs.*

**Syn.** — **CREDIT, ACCREDIT.** To **CREDIT** is to believe; to **ACCREDIT** (in present usage), to invest with credit or authority; as, to *credit* (i. e., believe) a legend, to *accredit* (i. e., vouch for, as by evidence) a legend; an *accredited* agent.

How shall they *credit*

*Shak.*

I am better pleased indeed that he censures some things, than I should have been with unmixed commendation, for his censure will (to use the new diplomatic term) *accredit* his praises.

*Cowper.*



**cred'it, n.** 1. Belief in the truth of a statement or in the sincerity of a person; trust; faith; as, to give *credit* to a newspaper report. 2. Reputation derived from the confidence of others; title to trust or belief; character; repute; as, a witness of the highest *credit* for veracity. 3. One who or that which adds honor or reputation; title to praise or esteem; honor; as, a student who is a *credit* to his class.

The colonel claimed the *credit* of having, by his diplomacy, persuaded the sachem to bury the hatchet.

IRVING *Washington* vol. i, p. 333. [O. P. P. 1861.]

4. Influence derived from the good opinion or confidence of others; interest; as, he has *credit* at court. 5. (1) In bookkeeping, the entry in account of any amount paid by a debtor on account of his debt; the amount so entered. (2) That side of an account upon which are recorded values received. It is the right-hand side and opposed to the *debit* side. 6. In commerce and finance: (1) Transfer of property on promise of future payment. (2) Reputation for solvency and probity; the degree of confidence in the ability and disposition of an individual, a firm, corporation, or government, to fulfil financial obligations. (3) The amount to which a person, corporation, or business house may be financially trusted in a given case.

Commercial *credit* is an estimate of the ability and disposition of the individuals, firms or corporations to meet business engagements. It was formerly based chiefly on (1) reputation, and (2) capital in business, but the establishment of the mercantile agency has rendered necessary a restatement of the bases of commercial credit, to wit: (1) A close approximation to character; (2) total net worth, the element of contingent liabilities being considered, and (3) other facts bearing on the probability of success or failure in business. *Bradstreet's Weekly* [New York] Feb. 11, 1893, p. 82.

7. An item of public expenditure authorized by the legislature, especially of Continental countries; an appropriation. In England, the money which Parliament allows the administration to borrow and spend in anticipation of the amount voted in the annual estimates. 8. A definite amount of money-order funds, in the custody of the postmaster of New York city, against which some other postmaster is authorized to draw drafts for the payment of money-orders. 9. *Banking*. An amount placed by a bank at a customer's disposal against which he may draw. 10. Something credited, as a report.

[< F. *crédit*, < L. *credītum*, orig. neut. of *credītus*, pp. of *credo*, believe.] Syn.: see FAITH; FAME.—**blank credit**, permission to draw to a given amount upon a firm or individual.—**book c.**, the amount credited to a person's account, as in a ledger.—**c. bureau**, see MERCANTILE AGENCY.—**c. entry** (*Bookkeeping*), any item entered on the credit side; in an account or ledger opposed to *debit* entry.—**Cré'dit' Fon'cier'**, 1 krē'dī' fōn'syē'; 2 krē'dī' fōn'syē' [F.], a credit institution which makes loans on the security of real estate; specifically, an agricultural banking corporation in France whose loans are repaid in terminable annuities.—**c. item** (*Bookkeeping*), an entry on the credit side.—**Crédit Lyonnais**, see LYONNAIS.—**c. man, n.** [U. S.] One who has charge of the credit department in a wholesale house, and has authority to say how much credit should be granted customers. **c. clerkt.**—**Cré'dit' Mo'bi'lier'**, 1 krē'dī' mō'bi'yē'; 2 krē'dī' mō'bi'yē' [F.], a financial institution incorporated in France in 1852 for placing investments on security of personal property and for general financial operations; also, any one of various similar corporations, as that, chartered in Pennsylvania, which in 1863 undertook the construction of the Union Pacific Railroad.—**c. slip, n.** [Brit.] A deposit-slip.—**c. union, n.** An association formed for the purpose of lending money to or obtaining credit for its members on the security of their real or personal property.—**letter of c.**, a commercial instrument issued by a merchant or banker authorizing the bearer to draw money from other bankers or merchants, or obtain goods on the credit of the person or firm issuing the letter.—**open c.**, a credit given to a customer at a bank or in trade against which he may draw without security.—**paper c.**, credit represented by some negotiable instrument, as an I. O. U., etc.

## XXVI. PUBLIC DOCUMENTS

### UNCLE SAM AS A PUBLISHER

Probably the greatest publisher in the world is our own Uncle Sam. He annually prints and distributes millions of copies of publications on the greatest variety of subjects. Moreover, his publications are usually mailed to the recipients free of cost.

While most government publications are in the form of unbound pamphlets, yet many of them are bound in cloth or other durable material and are attractively illustrated. They are written in a more interesting style than was the case some years ago; and they are among the most accurate and reliable of all publications, since they are prepared by leading specialists in various fields of knowledge.

### BY WHOM GOVERNMENT DOCUMENTS ARE ISSUED

The government publications, as a rule, are issued by the executive departments and their bureaus and by Congress. The executive departments of the government and their head officers are:

(1) Department of State (Secretary of State); (2) Department of the Treasury (Secretary of the Treasury); (3) Department of War (Secretary of War); (4) Department of Justice (Attorney General); (5) Post Office Department (Postmaster General); (6) Department of the Navy (Secretary of the Navy); (7) Department of the Interior (Secretary of the Interior); (8) Department of Agriculture (Secretary of Agriculture)

<sup>1</sup> Before the study of this lesson is begun, the public documents mentioned on pages 131-133 should, so far as possible, be at hand. It would be a good exercise to have each member of the class send for one or more of the documents which are lacking.

- (9) Department of Commerce (Secretary of Commerce);  
 (10) Department of Labor (Secretary of Labor).

These departments are divided into bureaus, each of which may issue publications. Following are some subjects on which government publications may be secured, with the name of the bureau issuing them. The numbers in parenthesis indicate to what department each bureau belongs, the numbers being the same as those in the preceding paragraph.

Agriculture	(8)	
Child labor	.....	Children's Bureau (10)
Education	.....	Bureau of Education (7)
Fertilizers	.....	Bureau of Soils (8)
Fishes	.....	Bureau of Fisheries (9)
Forestry	.....	Forest Service (8)
Health	.....	Bureau of the Public Health Service (2)
Hunting and fishing	.....	Bureau of Biological Survey (8)
Immigration	.....	Bureau of Immigration (9)
Indians	.....	Bureau of Ethnology (Smithsonian Institution)
Labor	.....	Bureau of Labor Statistics (10)
Minerals	.....	Geological Survey (7)
		Bureau of Mines (7)
Plant diseases	.....	Bureau of Plant Industry (8)
Prices and cost of living	.....	Bureau of Labor Statistics (10); Bureau of Foreign and Domestic Commerce (9)
Statistics	.....	Bureau of the Census (9)

There are many other bureaus which issue publications, the above being given only as an illustration of the fact that different bureaus print and distribute material relating to their various fields of work.

The publications, no matter by what department issued, are printed by the Government Printing Office.

## HOW TO SELECT GOVERNMENT DOCUMENTS

From the Superintendent of Public Documents can be secured on application price lists of government documents on a great variety of subjects, such as agriculture, fishes, Indians, education, birds and wild animals, insects, forestry, plants, roads, weather, health, army, navy, immigration, farm management, etc. There is a separate price list for each subject. These price lists are convenient for use in selecting and ordering public documents even in the case of those documents that may be secured free in one of the ways told about farther on in this lesson. The price lists may be obtained on application to the Superintendent of Public Documents, Washington, D. C. A list of the price lists available should first be sent for and then those that are wanted may be ordered.

Many of the government offices print lists of the publications that they issue. If one wants to select documents on agriculture, for example, one may send to the Department of Agriculture for printed lists of its publications; for a list of publications on education, to the Bureau of Education; etc.

## HOW TO OBTAIN GOVERNMENT DOCUMENTS

Government documents may often be secured free from the department or bureau issuing them. If they cannot be thus secured, application may be made to one's congressman or United States senator. If this, too, fails, then the only way to get the particular document desired is to purchase it from the Superintendent of Public Documents. The prices of the documents sold by the Superintendent of Public Documents are very low. They may be learned on application or by reference to the price lists above referred to. The saving in time and trouble by ordering direct from the Superintendent of Public Documents is frequently worth more than the small charge made.

GOVERNMENT DOCUMENTS WITH WHICH ALL  
SHOULD BE ACQUAINTED

*Abstract of the Census*, with a supplement for your own state. Issued by the Census Bureau; a new issue for each census.

*Statistical Abstract*. Issued annually by the Department of Commerce. The latest edition should be in every school library.

*Congressional Directory*. A new issue for every session of Congress. This should be ordered annually by the school from the congressman in December.

*Yearbook of the Department of Agriculture*. Order annually from the congressman.

*Farmer's Bulletins*. Of value not only to farmers, but also to homekeepers and others. Send for a list of them to the Department of Agriculture and order those that you are interested in.

*Price Lists of Public Documents*. These are explained above under "How to Select Government Documents."

EXERCISE

Use the above government publications in finding answers to the following questions. Tell in each instance what your source of information is.

- (1) When and where was the congressman from your district born?
- (2) What was the price per pound of fine wool in January of the last year for which you can find the figures?
- (3) How many people in your state were born in foreign countries?
- (4) Name a government publication which gives information about milk as a food and tell by what department it is issued.
- (5) Who is the ambassador from this country to Brazil? From Brazil to this country?
- (6) Who is the first assistant postmaster general of the United States?
- (7) Look through the latest *Yearbook* of the Department of Agriculture and select the article therein that most interests you.
- (8) How many Chinese in the United States? Is their number in our country increasing or decreasing?
- (9) According to the latest statistics, what was the value of our annual



exports to Japan? The value of our imports from Japan? (10)  
Find a list of the justices of the supreme court of the United States.

### STATE DOCUMENTS

The different departments and institutions of the various states issue in the aggregate a large number and variety of useful documents. You should learn something about the issuance of such documents in your own state especially.

Departments and institutions and their names differ in different states. The following list of state agencies which usually issue publications for general distribution, however, will be of some help to you in learning about public documents issued in your own state. Most of these departments and institutions (some of which probably have other names in your state) have the state capital as their address:

Agricultural Experiment Station; Department of Public Instruction; Board of Health; State University; Geological Survey; College of Agriculture; State Historical Society; Department of Public Roads; Insurance Department; Library Commission; Secretary of State; Tax Commission; Civil Service Commission.

A monthly list of state publications is issued by the Library of Congress, Washington, D. C. An index by authors and subjects is issued for each year.

### STATE MANUALS

Most states issue a publication annually or biennially which gives information relating to such subjects as: state officials; the state legislature; state boards and commissions; state institutions; towns, villages, and cities; population; newspapers issued in the state; post offices; election statistics; party platforms; etc. Usually such a publication contains short accounts of the lives of men prominent in the state government.



Among the titles given to the state manual are: State Manual; Blue Book; Red Book; Legislative Manual; State Register.

#### CITY PUBLICATIONS

If you live in a city, you should get acquainted with the reports and other publications issued by the city government and its various departments. Occasionally it will be of interest and value to make use of them. Among the departments issuing publications may be the following: Public Schools, Public Library, Water Department, Fire Department, Police Department, Health Department, Street Department, Park Commission.

Look over a collection of the publications of your city. If necessary, help to make such a collection. Report in class on some interesting feature in one of the publications.

#### EXERCISE

Before proceeding with this exercise, the class should have at hand the state manual in the latest edition and a collection of other state documents issued by departments and institutions of the state.

(1) Look through your state manual and get a fair idea of what it contains. (2) Does the state manual have a good index? A table of contents? (3) Does it contain short biographies? If so, of what classes of officials? (4) Write down one question which is an interesting one and which can be answered by referring to the state manual. In class name some pupil who is to find the answer. (5) Which part of the state manual interests you the most, and why? (6) Let each member of the class send to one of the state departments or institutions for a list of its publications, and when it comes send for one of the publications in which he is most interested. (7) To what department or institution in your state would you send for information relating to minerals in the state? Forests? (8) If there is a list of your state publications issued, let some one in the class send for it.

## XXVII. PAMPHLETS AND CLIPPINGS

There is so much valuable material in pamphlets issued by the state and national governments and by other agencies that some way of filing what is likely to be of use so that it can readily be found when needed is of much importance for the school, home, and office. The same can be said of material in the form of clippings from newspapers, magazines, and other sources.

**Vertical files.** One way of preserving such material for use when needed is by means of what are called **vertical files**. Look



Courtesy of Library Bureau

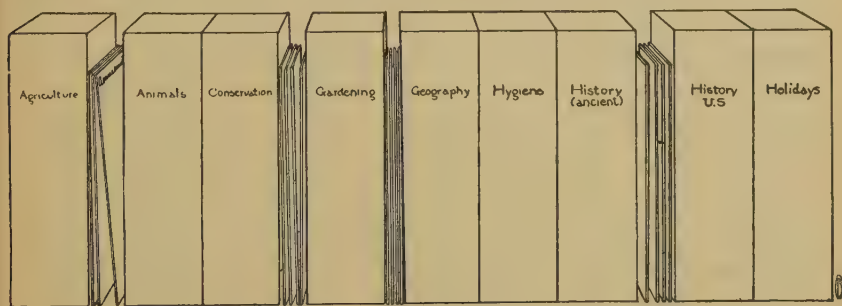
*Vertical files*

at the above cut carefully, and if you can find opportunity to look at a vertical file in a library or other place, do so. In vertical files the material is arranged alphabetically by subjects.

**Pamphlet boxes and folders.** However, few schools can

afford to have enough vertical files to take care of all the material that should be filed. Below is a cut of pamphlet boxes and folders for the filing of pamphlets and clippings.

The pamphlet boxes may be of thin wood covered with thin cloth or mottled paper. A good size is  $10\frac{1}{2}$  inches high by 7 inches deep by  $2\frac{1}{2}$  inches wide, all inside measurements. The making of such boxes is a good project for the manual training class. Pamphlet boxes are also made of heavy cardboard. Both kinds can be purchased from library supply houses.



*Method of filing pamphlets and clippings*

The folders to be seen between the pamphlet boxes in the cut are made of stiff manila paper. A sheet is folded in the middle lengthwise; a strip about half an inch wide is cut off from the bottom of one leaf, and onto the lower part of this leaf the projecting part of the other leaf is folded and pasted. Sheets of manila paper  $10\frac{1}{2}$  by 13 inches will make folders of suitable size to use with pamphlet boxes of the size above recommended.

Pamphlets or clippings or both are placed in these folders when there is not likely to be enough material to require a box.

The subject on which there is material in a box is written on the back of the box with white ink or on a label with black ink. The subject on which a folder has material is written in black at the top next to the folded edge. Boxes and folders are arranged alphabetically by subjects.

You may care to prepare such a system for your home.

## XXVIII. LITERATURE

### REFERENCE

**Authors and their works.** You will now and then want to find information about literary works and the authors who wrote them. For example, you might want to know who wrote *The Tales of a Traveler* and what kind of a book it is; or what books have been written by John Burroughs; or what George Eliot's real name was and when she lived; etc.

Information about authors can be found in the sources given in the lesson on "Biography," under "Reference," pages 74-76. You have probably already studied that lesson, but it will be well briefly to review it now, keeping reference work on authors especially in mind.

In addition to the reference sources studied in the lesson on reference work in biography, glance through *Champlin's Cyclo-pedia of Literature and Art* and note what kind of literature reference material it contains.

If there is a special grouping of reference books in the library, see if there are not some other books there which would be of use in reference work relating to authors and their works. For the class numbers of works on literature, see the table of classification on pages 44-45.

The shelf books and the card catalog must, of course, be used.

### EXERCISE I

(1) What was O. Henry's real name? (2) Name six books written by James Fenimore Cooper. (3) Who wrote *Uncle Tom's Cabin*? Give the year of the author's birth and of her death. (4) Who wrote the poem entitled *The Princess*, and when did he live? (5) Find an

account of the life of the author of *Alice in Wonderland*. (6) Find and read an account of the origin of the *Arabian Nights*. (7) Find on the library shelves a collection of poems by various authors printed in one book. (8) Find a list of the books written by Robert Louis Stevenson. (9) What important work did the Grimm brothers do for literature? (10) Name three great American poets who lived at the same time, that is, were contemporaries. In what year was each of them born?

**Literary allusions.** Authors frequently take it for granted that their readers have read certain literary works and are therefore familiar with certain characters, events, or incidents to which they refer in what they are writing. To get a clear idea of what is here meant, read some of the sentences in Exercise 2, page 138, paying special attention to the words in italics. The expressions in italics are examples of what are often spoken of as **literary allusions**. If a reader does not understand such an allusion, he misses the point that the author has in mind. But the reader can, if he knows how, find out what the allusion means. That is the kind of reference work that this lesson is intended to teach.

*Dictionary.* Look over again the lesson on "Noted Names in Fiction Explained in the Dictionary," page 39; also "Myths, Legends, and Folklore Stories Briefly Told," page 39.

*Encyclopedia.* General encyclopedias will often prove helpful to one looking up allusions, especially if there is a good index.

*Champlin's Cyclopedia of Literature and Art* is a good reference source for literary allusions. The *Century Cyclopedia of Names*, which is one of the volumes of the *Century Dictionary*, should also be used if it is at hand.

*Handbooks.* Among the most frequently used handbooks of literary allusions are Brewer's *Dictionary of Phrase and Fable* and Brewer's *Reader's Handbook*.



*Mythology.* Many literary allusions are based on mythology. See, therefore, the lesson on Mythology under "Reference," pages 55-56. Gayley's *Classic Myths in English Literature* is especially serviceable on account of its excellent index.

#### EXERCISE 2

Explain the allusions in the following sentences, first finding their explanation in some one or other of the above-mentioned reference sources or other reference sources which may be at hand. In each case give the source of your information.

(1) He was as homely as *Caliban*. (2) What will *Mrs. Grundy* say? (3) No *Little Eva* on the stage ever awakened more sympathy than did this homeless, dying gypsy girl. (4) Yes, *Pippa* passes many a sorrowing man who neither sees her nor hears her cheerful song. (5) 'Tis neither a fairy tale nor a *Leather Stocking* tale. (6) The man who stoops to dishonesty to become rich *pays too much for his whistle*. (7) Our adventures were not so remarkable as *Sindbad's*, but they were almost as dangerous. (8) Don't expect me to be *your man Friday*. (9) Mr. *Worldly Wiseman* would not engage in an enterprise so unselfish. (10) The poor man, like *Micawber*, was always *waiting for something to turn up*.

**Quotations.** Apt quotations, when not used to excess, help to make the expression of thought both pleasing and effective. For example, if we want to express the thought that, in spite of many defeats, truth will finally be victorious, we can make good use of the following quotation from Bryant:

Truth crushed to earth shall rise again;  
The eternal years of God are hers;  
But Error, wounded, writhes in pain,  
And dies among his worshippers.

Occasionally, too, we want to know the exact wording of a quotation which we desire to use and of which we perhaps know the first few words; also we may want to know who the author is and from what work it is taken.



There are a number of books with the quotations so arranged and so indexed that the above-mentioned information can readily be found.

*General indexes to quotations.* Among the books of quotations at the present time most frequently found in public libraries are: Hoyt's *Cyclopedia of Practical Quotations* and Bartlett's *Familiar Quotations*. Among the smaller books of quotations are Powers' *Handy Dictionary of Poetical Quotations* and Powers' *Handy Dictionary of Prose Quotations*.

### EXERCISE 3

Look through the book or books of quotations in the school library and get some idea of how to use such a book in looking up quotations.

(1) Find and copy a good quotation on *friendship*. (2) On *old age*. (3) On *beauty*. (4) On *lying*. (5) On *courage*. (6) On *war*. (7) On *work*. (8) On *patriotism*. (9) On a subject of your own choosing. (10) On a subject of your teacher's choosing. (11) On a subject named by one of your classmates.

### EXERCISE 4

Find from what author and from what book or selection each of the following quotations is taken:

(1) There's many a slip 'twixt the cup and the lip. (2) Knowledge is power. (3) Small service is true service while it lasts. (4) The bravest are the tenderest,—The loving are the daring. (5) We are such stuff as dreams are made of.

Find and copy a quotation from each of the following authors: Longfellow; Burns; Wordsworth; Robert Louis Stevenson; Daniel Webster.

*Concordances.* It is often convenient to have an index to practically all the expressions used in such books as Shakespeare's plays and the Bible. Such an index is called a **concordance**. A concordance to Shakespeare, for example, has an index to possible quotations from Shakespeare arranged alphabetically by the leading word or words which occur in each.

Following is a reprint of part of a page in Bartlett's *Concordance to Shakespeare*:

<b>Wages.</b> Thou for wages followest thy master; thy master for wages follows not thee.....	<i>T. G. of Ver.</i>	i 1	94
'Tis a maid, for she is her master's maid, and serves for wages.....		iii 1	270
And ere we have thy youthful wages spent, We'll light upon some settled low content.....	<i>As Y. Like It</i>	ii 3	67
We will mend thy wages.....		ii 4	94
Our praises are our wages.....	<i>W. Tale</i>	i 2	94
Do you mean to stop any of William's wages about the sack he lost?.....	<i>2 Hen. IV.</i>	v 1	25
Their wages duly paid 'em, And something over to remember me by.....	<i>Hen. VIII</i>	iv 2	150
Timon's money Has paid his men their wages	<i>T. of Athens</i>	iii 2	77
All friends shall taste The wages of their virtue.....	<i>Lear</i>	v 3	303
Thou thy worldly task hast done, Home art gone, and ta'en thy wages.....	<i>Cymbeline</i>	iv 2	261
<b>Wagging.</b> Tremble and start at wagging of a straw	<i>Richard</i>	iii 5	7
It is not worth the wagging of your beards....	<i>Coriolanus</i>	ii 1	96
As zephyrs blowing below the violet, Not wagging his sweet head.....	<i>Cymbeline</i>	iv 2	173
<b>Waggish.</b> As waggish boys in game themselves forswear.....	<i>M. N. Dream</i>	i 1	240
A waggish courage; Ready in gibes, quick-answer'd, saucy.....	<i>Cymbeline</i>	iii 4	160

Note that the arrangement of the three leading words, *wages*, *wagging*, and *waggish*, is alphabetical. Several thousand leading words used by Shakespeare are thus arranged. Where the quotation may be found is illustrated by the first one: "Thou for wages followest thy master; thy master for wages follows not thee." This occurs in the play *Two Gentlemen of Verona* (*T. G. of Ver.*), Act i, scene 1, line 94. Find this quotation in a book of Shakespeare's plays. It may not be exactly at line 94, as you count it, but it will be somewhere near it.

By reference to a list of Shakespeare's plays, abbreviations of titles of the plays used in a concordance can be understood.

Another well-known concordance to Shakespeare is Clarke's *Shakespeare Concordance*.

There are also concordances to the works of such great writers as Milton and Wordsworth.

There are many different concordances to the Bible. Among those well known are Cruden's *Complete Concordance to the Holy Scriptures* and Young's *Analytical Concordance to the Bible*.

#### EXERCISE 5

(1) Find in a book of Shakespeare's plays the quotation in Shakespeare containing the word *wages* which most interests you, using the above reproduction from Bartlett's *Concordance*. Copy a line or so of what goes before the quotation. (2) Similarly, find a Shakespearean quotation containing the word *waggish*. (3) If there is a concordance to Shakespeare accessible to you, find by means of it a quotation containing the word *lief*. (4) By means of a concordance find a quotation from Shakespeare containing the word *rose* (flower). Select one that interests you. (5) Look through a concordance to the Bible to which you may have access and note the arrangement.

#### GENERAL READING

You have often heard literature spoken of in terms of praise. You have also no doubt read more or less good literature. By forming a taste for good literature now, you will have a means of profitable enjoyment throughout life.

It is important to know what the principal kinds of literature are and to learn something about selecting one's reading in each.

**Fiction.** A work of fiction is usually called a **novel**. Name several which you have read.

Short stories are also usually fiction. You have probably read many short stories in magazines. Name one such story which especially interested you.

It is a mistake to read too much fiction, and it is a mistake to read no fiction. A person should read a moderate amount of the best fiction that he can read with interest. It is not worth while to read a long series of stories such as the Alger books, for example. This is not so much because books of this type are in and of themselves harmful as that they waste time which could be used in doing better and more interesting reading.

Upper-grade and high-school pupils should gradually change over from reading fiction written for children (juvenile fiction) to reading fiction written for grown-ups (adult fiction). Some fiction belongs both to children and to adults; for example, *Robinson Crusoe* and *Gulliver's Travels*. Although written for adults, these two stories greatly interest children.

Which of the works of fiction listed on pages 171-174 have you read? Plan to read some of the others soon.

**Poetry.** Your first experience with poetry was probably when some of the Mother Goose rhymes were recited to you, such as

Ding dong bell,  
Pussy's in the well;

or

Robin and Richard were two pretty men,  
They lay in bed till the clock struck ten.

Your taste for poetry has changed since then. Now you are likely to be interested in poetry more suitable for upper-grade and high-school pupils and grown-ups.

#### EXERCISE 6

Look through readers and library books for poems which you have read and which especially interested you. Bring to class a list of five or six such poems, including the names of the authors.

See if you cannot find one or more poems from each of several of the following authors which you especially like. Look for the poems

in library books, especially in books containing all the poems of an author, such as the complete poems of Longfellow, for example.

Robert Louis Stevenson; Eugene Field; Henry Wadsworth Longfellow; John Greenleaf Whittier; James Whitcomb Riley; William Cullen Bryant; Robert Burns; James Russell Lowell; Ralph Waldo Emerson; Oliver Wendell Holmes; Rudyard Kipling; Alfred Tennyson; Robert W. Service (especially *Rhymes of a Red Cross Man*); William Shakespeare; Henry Van Dyke; William Wordsworth.

Look through books containing poems by several authors and find a number of poems that especially please you.

Poetry is the oldest and finest kind of literature. A taste for good poetry gives to the reader much pleasure of the best kind. If you really like good poetry, you are to be congratulated. If you don't like it, that is probably because you have been reading poetry which you cannot understand. Poetry which you cannot understand and like you should not read. But there is so much good poetry, and so many kinds of it, that it should not be hard to find poems which you can both understand and like. Of course it will be necessary to do some studying in order to understand some poems; but you should be willing to pay this price for the pleasure that you will receive in return.

Some poems which you do not like now you may like when you are older and have had more experience. If you read such poems now, they may be spoiled for you permanently.

*Adaptations of great poems.* There are a number of great poems written long ago in the Latin and Greek languages which have been so well translated into the English language that the translations are well worth reading.

A book which has been produced by changing another book so that it may more easily be understood, or for some other reason, is called an **adaptation**.

Look in some suitable reference books for information about: the *Iliad*; the *Odyssey*; the *Aeneid*.



A good adaptation of the *Iliad* is Church's *The Iliad for Boys and Girls*; of the *Odyssey*, Church's *The Odyssey for Boys and Girls*; and of the *Aeneid*, Church's *The Aeneid for Boys and Girls*.

Chaucer was a great English poet who wrote when the English language was so different from what it now is that his poems as he wrote them are hard to understand. There are some good adaptations for young readers, however.

Look up some information about the *Canterbury Tales*. Among good adaptations of the *Canterbury Tales* are: *Stories from Chaucer*, by J. H. Kelman, and *Tales of the Canterbury Pilgrims, Retold from Chaucer*, by F. J. Darton.

Read enough in adaptations of the above-named great poems to get some idea of their content. Then make up your mind to read those which interest you the most.

**Essays.** You have read in your readers, and perhaps in other books, short articles on various subjects written in a style to give pleasure as well as information. These writings are known as essays. Perhaps you have read some one or more of the following well-known essays: *The Whistle*, by Benjamin Franklin; *A Plan for Saving One Hundred Thousand Pounds*, also by Franklin; *Christmas*, by Washington Irving; *The Strenuous Life*, by Theodore Roosevelt; *How I Killed a Bear*, by Charles Dudley Warner; *No Farming without a Boy*, by Warner; *The Traveling Circus*, by William Dean Howells; *A Dissertation upon Roast Pig*, by Charles Lamb; *The Apple*, by John Burroughs.

Essays are usually intended only for grown-ups, but you will enjoy some essays now. You should plan to read later on essays by Ralph Waldo Emerson, James Russell Lowell, Thomas Babington Macaulay, Oliver Wendell Holmes, Henry David Thoreau, and a number of other essayists about whom you will learn.



**The Drama. Plays.** Some plays, written to be acted upon the stage, are so well written that they are literature. The plays of Shakespeare are ranked among the best literature ever written. While you are in the upper grades you should begin to read Shakespeare's plays. A good way to begin your acquaintance with Shakespeare is by reading some of the stories in *Tales from Shakespeare*, by Charles and Mary Lamb. Each of these tales tells the story on which one of Shakespeare's plays is based. When you have read the story, then read the play itself. Among the Shakespearean plays especially to be recommended for first reading are *The Tempest* and *The Merchant of Venice*.

If you find that you like Shakespeare's plays, you should read some of them each year. By the time you leave school you may care to go on and read all of them. You will then likely want to read some of the plays several times. And that will mean a large part of a liberal education so far as literature is concerned.

Among recent plays that you may be interested in reading, if not now, then when you get older, are: Barrie, *Half-hours*; Galsworthy, *Plays*, third series; Kennedy, *The Servant in the House*; Noyes, *Sherwood or Robin Hood and the Three Kings*; Peabody, *The Piper*; Phillips, *Ulysses*; Zangwill, *The Melting Pot*.

**Orations.** When a speech or address makes a strong appeal and is pleasing and dignified in style, it is literature, and is usually called an **oration**. You have very likely committed to memory an oration, namely, Lincoln's Gettysburg Address. This is one of the most famous orations ever delivered.

**Recitations.** The instruction and exercises above given will be of service in selecting and finding selections for recitations. The one reference book most used in public libraries for this purpose is Granger's *Index to Poetry and Recitations*.

Learn how to use this if a copy is in your school library or can be consulted by you in a public library.

EXERCISE 7

Find in the library one or more orations by each of the following:

Daniel Webster; Patrick Henry; Henry Ward Beecher; Henry Clay; Carl Schurz; William Seward; William Jennings Bryan; Woodrow Wilson; Theodore Roosevelt.

Select two or three orations which would probably be most interesting to you and read them.

## XXIX. CONDUCT OF LIFE AND VOCATIONAL GUIDANCE

### REFERENCE

What kind of a man or woman one is to be and what occupation one is to follow are questions that should and usually do interest every boy and every girl. The sooner one begins to think and plan seriously about these things, the better. Here, too, we can get help from books. The Bible, for example, has been the world's greatest help in the conduct of life.

As you will see by the table of classification on page 44, the class number for conduct of life is 170, while that for vocational guidance is 174.

Find the books on the conduct of life and on vocational guidance in your library and note what class numbers are assigned to such books. On pages 163-164 are listed some typical books on these two subjects. Perhaps you can find some of the books in the library.

### EXERCISE

By using the indexes to books on conduct of life and vocational guidance, biography, etc., and by using whatever other helps there may be at hand, such as the card catalog, pamphlets, clippings, and magazine articles, find the information asked for in the following exercise:

(1) Find a short article on friendship. (2) Find some material on the advantages and the disadvantages of the lawyer's profession (the boys) or of nursing (the girls). (3) What was the occupation of each of the first five presidents of the United States? Of the last five? (Consider the occupation to be that pursued just before election to the presidency.) (4) What can you find in the library on the subject of stenography as an occupation? (5) Find and read an article on table manners. (6) Find some material on earning money while attending college. (7) Find an article on the advantages of a good education.

(8) Find an article on the advantages of electrical engineering as a profession (the boys); of millinery as a trade (the girls). (9) Read something about George Washington as a farmer. (10) Find and read an article on some occupation in which you are interested but which has not been mentioned in the preceding questions.

#### GENERAL READING

Select for reading one or more of the books listed under "Conduct of Life" and under "Vocational Guidance," pages 163-164. In addition to the books there listed, good books to read would be the life histories of such men and women as Washington, Franklin, Lincoln, Grant, Roosevelt, Daniel Boone, Louisa May Alcott, Edison, Joan of Arc, Helen Keller, Florence Nightingale, Jacob A. Riis, Booker T. Washington, and others who have achieved fame by their services to their fellow men. The list of books of biography on pages 168-170 will be helpful in selecting such books for reading.

Think of several reasons why biographies are of value in connection with conduct of life; in connection with vocational guidance.

### XXX. EDITIONS

Of two libraries which have practically the same books in the same condition as to arrangement and wear and tear, one may look attractive and the other decidedly unattractive. This difference is largely due to differences in editions. We may have two copies of the same book; one we like to hold in our hands and look at and perhaps read, the other we are not attracted to. And yet the books may both be in equally good condition. We have here again a difference in edition.

There are usually many different editions of such a book as Scott's *Ivanhoe*, for the reason that it is printed by different publishers and because the price that people can pay for the book varies greatly and also because tastes differ as to style of binding, kind of paper, print, illustrations, etc. The same may be said of such well-known books as the plays of Shakespeare, *The Last of the Mohicans*, and other novels by James Fenimore Cooper, *Oliver Twist* and other stories by Charles Dickens, *Uncle Tom's Cabin*, etc. Other very well-known books are not printed in so many editions because the copyright is still in force and they can be issued by only one publisher. Often, however, the same publisher will issue two or more editions of the same book, one perhaps a high-priced and another a cheaper edition.

#### POINTS TO CONSIDER

In selecting books, then, it is often necessary for one to make a choice of editions. Some of the things to keep in mind when choosing editions are here given.

**Binding.** The binding should be attractive, but not gaudy. Variety is desirable; that is, there should not be many books bound alike. Weak bindings are especially to be avoided.

Cloth is the best binding for general purposes, with buckram or part leather for large reference books like encyclopedias. A well-bound book, after being opened as described on page 2, will lie flat when opened and laid back down on a table.

**Paper.** The paper should not be so thick as to make the book unduly bulky nor so thin that the print shows through it. Glossy paper should be avoided, for it injures the eyes and interferes with easy reading. On the other hand, an edition printed on cheap, coarse paper should not be purchased.

**Print.** Books that are usually read through, such as novels, books of travel, etc., should be in good-sized type, so that the eyes are not subjected to too much strain. Reference books and other books used only occasionally and then but for a brief time may be in small type. The print used in dictionaries is a good example. The type you are now reading is known as 11-point type and is suitable for long-continued reading.

The type in books for children in the primary grades should be considerably larger than in books for older children and grown-ups.

Print of all sizes, but especially of the smaller sizes, should be clear and distinct. When the plates from which a book is printed have been used very much, the print is very likely to be more or less blurred and indistinct. The printed line should not be too long, as the eye must then shift back and forth too far.

**Margin.** Very wide margins (space between the print and the edge of the page) increase the size and cost of books and are not worth while except perhaps in very fine editions purchased without much regard to cost by those who can afford the expense. On the other hand, very narrow margins are also undesirable. For one thing, rebinding is rendered difficult or impossible, since in rebinding the margins have to be trimmed



back; also, too narrow a margin gives the page an inartistic appearance. A margin about one inch wide is sufficient for most books.

**Illustrations.** If suitable and well made, illustrations add much to the value of a book. Especially is this true of books on such subjects as travel, history, physiology, plants, animals, agriculture, and art.

**Size.** Very large books are justifiable in the case of unabridged dictionaries, encyclopedias, and reference books in general. The number of volumes in a series is thus reduced, and that is an advantage in looking up references. Books for general reading, however, should be of moderate size, the most convenient being the duodecimo size (see page 6). If books are too small, they are likely to be lost and they do not fit in very well with other books on the shelves. However, for carrying about on a trip the so-called "pocket editions" are very convenient, provided the type is not too small.

**Up-to-dateness.** To what extent an edition is up to date is of much consequence in the case of dictionaries, encyclopedias, and other books dealing with matters which change from year to year. Where will you look to see whether or not a certain book to which you have access is up to date? (See page 9, if necessary.) Mention some kinds of books in regard to which up-to-dateness is not a matter to be considered.

**Index and table of contents.** Whether or not an edition of a book has an index or a table of contents is often of importance. A table of contents is of use in practically all kinds of books. Even in a novel it is useful in that it is of help in locating certain chapters. In what classes of books is a good index especially valuable?

**Sets.** All the works of such a writer as Scott, Dickens, Cooper, or Thackeray are sometimes published in a "set"; that

is, all the works are in volumes whose shape, size, binding, paper, print, etc., are alike.

It is well to guard against buying books largely in sets. Too many sets give a monotonous effect to the library, and this is likely to discourage reading. Of course encyclopedias and the like must necessarily be in sets.

**Aids in selecting editions.** Certain publishers have a reputation for printing good editions. The school librarian, the librarian of the public library, and some teachers can name a number of such firms. By noting who publish the better editions in your school, home, or public library you will learn for yourself who some of these publishers are.

Booklists issued by state free library commissions and by state departments of education include the better editions which can be purchased at moderate prices.

Certain firms reprint books first printed by other publishers. Such reprints are often satisfactory and can be purchased at low prices. Among the principal reprint firms now (1920) is Grosset & Dunlap, New York City.

Gradually you should become acquainted with a number of the most serviceable editions, cost and quality both being considered. For example, *Every Boy's Library — Boy Scout Edition*, published by Grosset & Dunlap, New York City; *Everyman's Library*, by E. P. Dutton & Company, New York City (several hundred titles of standard books); *Riverside Literature Series*, by the Houghton Mifflin Company, Boston. There are many others.

#### EXERCISE

(1) Find a book in which the paper is too glossy (shiny). Find another in which the paper is too cheap and coarse. (2) Find a book in which the print is too small; another in which it is of the right size. (3) Find a book with a margin too narrow. (4) Find a book whose edges had to be cut when it was received. (5) Find a book

which in your opinion is too small. (6) Find a book which is not up to date, but in the case of which up-to-dateness is important. Similarly, one that is up to date. (7) Find one "set" of books of which you approve and another "set" of books which you would prefer not to have in a "set." (8) Look over some of the books in the library, noting which publishers have especially good editions. (9) Find several different editions of the same book.

## XXXI. SELECTION OF BOOKS

### AIDS IN SELECTION

**Personal advice.** Librarians and teachers who have done much reading and reference work are capable of giving good advice as to the best books for general and reading reference purposes. In most communities there are also other well-read people who can with profit be consulted for advice as to books worth reading.

**Accompanying booklists.** The lists of books on pages 163-174 and the suggestions as to general reading given in connection with reference work by subjects will be of service in the selection of books for general reading. The reference lessons, with lessons herein on the various classes of books, such as literature, biography, etc., will serve to call attention to some reference books which are of value in home libraries. A number of them are public documents which can be secured free.

**State lists.** The state department of education in many states prepares and distributes gratis lists of books suitable for both grades and high school. These lists are valuable as helps in the selection of books for home libraries. If such lists are issued in your state, your school very likely has the latest edition of each; if not, it should be sent for.

State free library commissions issue valuable booklists. These lists may be obtained on application to the commission. Schools and homes should make use of them in selecting books.

In some states the state university issues booklists, especially for high schools.

**Book-reviewing magazines.** Magazines usually contain comments on new books. Such book reviews are helpful if they

express the editor's honest opinion. But some magazines praise practically all books which they review, and so are in reality of no use in book selection. Among the magazines with which you are probably acquainted which have an especially good reputation for helpful book reviews are: *Atlantic Monthly*; *The Independent*; *The Outlook*; *Literary Digest*; *Review of Reviews*; *The Survey*. There are a number of others.

Many newspapers print book reviews in one of the issues each week. Some newspapers have achieved a reputation for the helpfulness of their book reviews. Among these, the *New York Times* may well be given special mention.

There are two publications which are widely used by librarians for book selection and which can be consulted on application at a public library. These are the *A. L. A. Booklist* and the *Book Review Digest*.

**Editions.** See the lesson on editions, pages 149-153.

#### ORDERING BOOKS

**Local dealers.** Usually a local book dealer will order books which he does not have in stock. If such a dealer gives reasonable terms, he should of course be given the preference.

**General dealers.** There are a number of firms in different cities which fill orders for books of all publishers. Usually they give a discount from list prices when several books are ordered at the same time. You can learn who the leading general dealers in your part of the country are by asking a librarian.

**Publishers' lists.** Publishers are glad of the opportunity to send to buyers of books their catalogs and price lists. Occasionally it will be necessary to order direct from the publishers. The *Publishers' Trade List Annual* contains price lists of books issued by practically all publishers. This can be consulted at a public library or at a bookstore.

**United States Catalog.** If you want to know who is the publisher of a particular book, the price, etc., the *United States Catalog* with its supplements, known as the *Cumulative Book Index*, will give the information. These publications can be consulted in any good-sized public library.

#### EXERCISE

Do as many of the following exercises as the material available will permit. The school should first send for those lists not at hand which can readily be procured and with which it is well for all to be acquainted. The public library should be made use of for important booklists which the school cannot secure for its own library. Give author and title of each book mentioned in your answers.

(1) Look over and get some idea of how to use as many of the various booklists mentioned above under "Aids in Selection" and "Ordering Books" as you can secure. (2) Select a good story of adventure or a biography suitable for a birthday present for a boy in the sixth grade. (3) Find out what, if any, provision is made by your state for providing books in the form of traveling libraries. (4) Make out a list of ten books with publishers and prices which you would like to have in your home library. To what firm would you send for these books? (5) Which three books on the World War would you prefer to own? Quote publisher and price of each. (6) Make out a list of five good books of travel and adventure in Africa. Quote publishers and prices. (7) List three different editions of Stowe's *Uncle Tom's Cabin*, quoting publisher and price for each edition. (8) What company publishes Longfellow's poems? Empey's *Over the Top*? William Cullen Bryant's poems? (9) Give the names and addresses of two good general dealers in books from whom it may be advantageous at times to order books. (10) Make a list of the six books which you would like best to read as soon as you can get the time and the books. Quote publishers and prices.



## XXXII. SCHOOL LIBRARIES

You have been using the school library in studying these lessons and in doing the accompanying exercises. You therefore know the main things connected with school libraries so far as their use by the school is concerned.

If you have found your school library inadequate for school purposes, you should use your influence with parents and school officers to get it improved. The teacher will of course be glad to get the help of the pupils in bringing about the betterment of the school library.

In order to keep a library in an attractive and serviceable condition, it is especially necessary to add books each year and to replace out-of-date books with new books. One good way to get more books and other library improvements is to raise some money by means of school entertainments. However, this should not be necessary if there are sufficient district funds available for the needs of the library.

Many public libraries serve the schools by providing "classroom libraries." These are changed during the school year so as to provide a greater variety of books. Such classroom libraries are for the time being part of the school library.

If the school is in a community where there is no public library, it would be of much benefit if the public had the right to borrow books from the school library. The library should contain books for this purpose.

The manual training class can often do good service by making shelving, a magazine rack, reading tables, etc., for the library.

Everyone should take pride in improving the school library, in helping to keep it in good condition by handling books with care, etc., and in making much use of what it contains.

### XXXIII. HOME LIBRARIES

Every home should have a growing collection of good books. Even though there may be a public library in the community in addition to school libraries, yet a home library is of much importance. When one is in the mood to enjoy and profit by a certain book, it is of much advantage to have it at hand. A book in the home library can be read a little at a time. A home library gives the opportunity to "browse" among the books and make acquaintance with them for future guidance in reading. There should be at hand, too, some of the most frequently used reference books, especially a good dictionary.

Provision for buying at least a few good books each year should be as much a matter of course as the buying of furniture, fuel, or other household necessities. The information and suggestions in the chapter on "Editions" (pages 149-153) and in that on "Selection of Books" (pages 154-156) will prove of service in selecting and buying books for home libraries from year to year. Books should seldom be bought from agents, and then only after careful consideration and inquiry.

Subscription to a number of magazines is an essential feature of a home library. For suggestions as to magazines, see "Juvenile Magazines," page 99, and "Magazines for Grown-ups," pages 100-101.

The books in a home library should be located where they can conveniently be obtained when wanted and where they will invite one to use them. Sectional shelving looks attractive and can be added to from time to time. Boys taking manual training can make shelving for the books of the home library as project work. It is preferable that such shelving be open, that is, without glass or other doors. Open shelving invites to more frequent use of the books.

## XXXIV. PUBLIC LIBRARIES

By public libraries is meant libraries which are open to the general public. If no charge is made, they are known as free public libraries. It is with free public libraries that we are here mainly concerned.

All the lessons in this book will be of help to one using a public library. The present lesson, however, will touch upon matters not especially treated in the other lessons.

If there is a public library in your community, you should give careful attention to this lesson. If not, at least look through the lesson and note the main points, so that if you at some later time have access to a public library you will know better how to make use of it. A visit to a public library in a neighboring town would be of value in this connection.

### GENERAL PLAN OF A PUBLIC LIBRARY

The rooms and features mentioned below will be found in some form in practically all public libraries. The most marked variations will occur in the largest and in the smallest public libraries.

**1. A lending department**, usually near the main entrance, where library cards are obtained, where books are borrowed and returned, etc.

**2. A children's room**, where children's books and magazines are housed and which serves also as a reading room for children. Here the children obtain their library cards, and borrow and return books. In charge of the room is a children's librarian.

**3. A reading room**, where the general public may read while in the library. Chairs and tables are provided for this purpose.

4. **A stack room**, where most of the books for grown-ups are shelved on double shelving, making the so-called "stacks." Most of the books of a good-sized library are kept in the stack room.

5. **A reference room**, where the dictionaries, encyclopedias, atlases, yearbooks, books of quotations, concordances, and other strictly reference books are shelved. Tables and chairs are provided for the convenience of those consulting the reference books.

6. **A periodical room**, where the bound magazines are shelved and where they may be read. In many libraries the general reading room is also the periodical room. In the periodical room the current magazines and newspapers are arranged in racks for convenient use. Bound magazines for past years are most conveniently arranged alphabetically by title and each magazine by volume or year. The periodical indexes (*Poole's Index* and *Readers' Guide*) are at hand for reference.

7. **Other features.** Among other features may be an auditorium where public meetings are held; club rooms where various clubs may hold their meetings; a librarian's office; a work room, etc. Very large libraries have departments not mentioned here, while the smaller libraries may lack some of them.

#### HOW SUPPORTED

Many public libraries are supported by public taxation, some by subscription, some by the interest on money left as an endowment. Since every resident of a community may have the benefit of the public library, taxation is the best way of paying the expenses.

You no doubt know that Andrew Carnegie gave many millions of dollars for the building of public libraries.

## USE OF THE PUBLIC LIBRARY

Everyone who can read and who lives in a community where there is a public library should make use of this opportunity to do worth-while reading and to look up information on subjects in which he is particularly interested. There will be a large return for the time thus spent.

In order that all may get the best benefit from the use of the library, it is necessary that quiet be preserved. Each reader should refrain from unnecessary conversation or other acts that will disturb readers.

Every reader should take out a borrower's card and so get the right to draw books. This usually costs nothing. Such a card may be looked upon as a ticket to an intellectual feast or banquet that can be enjoyed at almost any time.

EXERCISE<sup>1</sup>

(1) In a visit to the library, note the rooms or departments corresponding to those enumerated under "General Plan," pages 159-160. (2) How is your public library supported? (3) What is the expense per year? (4) How was the money raised for erecting the building? What did it cost? (5) How many registered borrowers are there? (6) How does this compare with the number of people in the community? Ought the number of borrowers to be much larger? (7) How many loans of books last year? (8) What percentage of the loans is fiction? Do you think this is too much fiction? (9) Can non-residents borrow books? If so, under what regulations? (10) Give several reasons why a public library should be well supported by taxation.

<sup>1</sup> Some of the questions can be answered by reference to the annual report of the library.

## XXXV. REFERENCE BOOKS ESPECIALLY NEEDED

The following list constitutes a first-purchase list of reference books for use in the learning and giving of lessons on the use of books and libraries. The grades in which each title is needed are indicated. See, further, "Material Needed for the Lessons," page xvi.

	Grades
1. <i>Webster's New International Dictionary</i> .....	5, 6, 7, 8, 9
2. <i>Webster's Secondary School Dictionary</i> (several).....	7, 8, 9
3. <i>Webster's Elementary School Dictionary</i> (several).....	5, 6
Funk and Wagnalls' <i>New Standard Dictionary</i> is a desirable companion volume to <i>Webster's New International Dictionary</i> , beginning with the eighth grade. It should be in all high-school libraries. The <i>Standard High School Dictionary</i> is a serviceable desk dictionary for upper grades and high school.	
4. <i>Champlin's Cyclopedia of Common Things</i> .....	5, 6, 7, 8, 9
5. <i>Champlin's Cyclopedia of Persons and Places</i> .....	5, 6, 7, 8, 9
6. <i>Champlin's Cyclopedia of Literature and Art</i> .....	6, 7, 8, 9
7. An up-to-date encyclopedia of at least 6 to 10 volumes..	6, 7, 8, 9
8. Latest state manual or blue book.....	6, 7, 8, 9
9. Latest <i>World Almanac</i> .....	6, 7, 8, 9
10. Latest <i>Statistical Abstract of the U. S.</i> (annually by Department of Commerce).....	7, 8, 9
11. Latest <i>Congressional Directory</i> (a new edition for each session of Congress).....	7, 8, 9
12. <i>Robert's Rules of Order</i> .....	8, 9
13. Book of quotations.....	8, 9
14. An up-to-date inexpensive atlas.....	6, 7, 8, 9
15. Latest <i>Yearbook</i> of U. S. Department of Agriculture....	7, 8, 9
16. A selected supply of other government documents, such as <i>Farmer's Bulletins</i> .....	6, 7, 8, 9
17. <i>Who's Who in America</i> (latest).....	8, 9



## XXXVI. BOOKS FOR GENERAL READING

In general, the books in the following lists are especially suitable for upper-grade or junior high-school pupils. A few of them are usually read by younger pupils. These latter titles have been included as a recommendation that they be read by those upper-graders who have not yet read them. They can be read with pleasure and profit by "young people of all ages." There have been included also books which were written for grown-ups but which are especially suitable for introducing the youthful reader to such books.

### CONDUCT OF LIFE

(For suggestions, see page 148)

Dewey	<i>Lessons on Manners</i>
"	<i>Lessons on Morals</i>
Edgeworth	<i>Waste Not, Want Not and Other Stories</i>
Gould	<i>Worth While People</i>
Hagedorn	<i>You Are the Hope of the World</i>
Hale	<i>How to Do It</i>
Hubbard	<i>Message to Garcia</i>
Gannett	<i>Blessed Be Drudgery</i>
Marden	<i>Training for Efficiency</i>
Pritchard and Turkington	<i>Stories of Thrift for Young Americans</i>
Sangster	<i>Happy School Days</i>
Waterman	<i>Boy Wanted</i>

### VOCATIONAL GUIDANCE

(For suggestions, see page 148)

Brewster	<i>Vocational Guidance for the Professions</i>
Dickinson	<i>Vocational Guidance for Girls</i>
Drysdale	<i>Helps for Ambitious Boys</i>
"	<i>Helps for Ambitious Girls</i>
Pressey	<i>A Vocational Reader</i>

VOCATIONAL GUIDANCE (*Continued*)

Puffer	<i>Vocational Guidance</i>
Stoddard	<i>What Shall I Do?</i>
Weaver	<i>Profitable Vocations for Girls</i>
Weaver and Blyer	<i>Profitable Vocations for Boys</i>

## MYTHS

(For suggestions, see page 56)

Brown	<i>In the Days of Giants</i>
Church	<i>The Odyssey for Boys and Girls</i>
Francillon	<i>Gods and Heroes</i>
Gale	<i>Achilles and Hector</i>
Hawthorne	<i>Tanglewood Tales</i>
"	<i>Wonder Book</i>
Mabie	<i>Norse Stories Retold from the Eddas</i>
St. Nicholas	<i>Stories of Classic Myths</i>

## CIVICS

(For suggestions, see page 119)

## GENERAL

Austin	<i>Uncle Sam's Secrets</i>
DuPuy	<i>Uncle Sam's Modern Miracles</i>
"	<i>Uncle Sam, Wonder Worker</i>
Haskin	<i>The American Government</i>
Judson	<i>Young American</i>
Price	<i>The Land We Live In</i>
Reinsch	<i>The Young Citizen's Reader</i>
Turkington	<i>My Country</i>

## FICTION

Andrews	<i>The Perfect Tribute</i>
Brooks	<i>A Son of the Revolution</i>
Churchill	<i>Coniston</i>
Greene	<i>A Lincoln Conscript</i>
Hale	<i>The Man without a Country</i>
Rolt-Wheeler	<i>The Boy with the U. S. Census</i>

Rolt-Wheeler

*The Boy with the U. S. Foresters*

“

*The Boy with the U. S. Survey*

## FABLES, FOLKLORE STORIES, AND FAIRY TALES

(For suggestions, see page 54)

Aesop

*Fables*

Andersen

*Stories*

Barrie

*Peter Pan*

Carroll

*Alice's Adventures in Wonderland*

Collodi

*Pinocchio*

Craik

*Little Lamé Prince*

Frost

*Knights of the Round Table*

Grimm

*German Household Tales*

Harris

*Little Mr. Thimblefinger Stories*

“

*Uncle Remus, His Songs and His Sayings*

Jacobs

*Celtic Fairy Tales*

“

*English Fairy Tales**Jataka Tales*

Kingsley

*Water Babies*

Malory

*The Boy's King Arthur*

Pyle

*Some Merry Adventures of Robin Hood*

Richards

*The Golden Windows*

Ruskin

*The King of the Golden River*

Thackeray

*The Rose and the Ring*

Zitkala-sa

*Old Indian Legends Retold*

## SCIENCE AND NATURE AND ANIMAL STORIES

(For suggestions, see page 69)

Bostock

*The Training of Wild Animals*

Brown

*Rab and His Friends and Other Dog Stories*

Burroughs

*Birds and Bees; Sharp Eyes and Other  
Papers*

Chapman

*The Travels of Birds*

Collins

*The Wireless Man; His Work and Adven-  
tures on Land and Sea*

Drummond

*The Monkey That Would Not Kill*

SCIENCE AND NATURE AND ANIMAL STORIES (*Continued*)

Fabre	<i>Insect Adventures</i>
Gibson	<i>Our Good Slave Electricity</i>
Jordan	<i>The Story of Matka</i>
Kipling	<i>The Jungle Book</i>
Miller	<i>The Second Book of Birds</i>
Mix	<i>Mighty Animals</i>
Muir	<i>Stickeen</i>
Proctor	<i>Stories of Starland</i>
Roberts	<i>The Lord of the Air</i>
Seton	<i>The Biography of a Grizzly</i>
"	<i>Wild Animals I Have Known</i>
Sharp	<i>The Fall of the Year</i>
Velvin	<i>Wild Animal Celebrities</i>
Waterloo	<i>The Story of Ab; a Tale of the Cave Men</i>

## USEFUL ARTS

(For suggestions, see page 71)

Basset	<i>The Story of Glass</i>
Collins	<i>The Boys' Book of Submarines</i>
Crump	<i>The Boys' Book of Firemen</i>
Delacomb	<i>The Boys' Book of Airships</i>
Forman	<i>Stories of Useful Inventions</i>
Moffett	<i>Careers of Danger and Daring</i>
Mowry and Mowry	<i>American Inventions and Inventors</i>
Rolt-Wheeler	<i>The Boy with the U. S. Life Savers</i>
"	<i>Wonder of War in the Air</i>
Tappan	<i>Diggers in the Earth</i>
Williams	<i>How It Is Made</i>

## FINE ARTS

(For suggestions, see page 73)

Bacon	<i>Pictures That Every Child Should Know</i>
Beard	<i>The Boy Pioneers, Sons of Daniel Boone</i>
Beard and Beard	<i>On the Trail</i>
Cyr	<i>Story of Three Great Artists</i>
Eastman	<i>Indian Scout Talks</i>

McSpadden	<i>Stories from Wagner</i>
Mathewson	<i>Pitching in a Pinch</i>
Rogers	<i>Sebago-Wohelo Camp Fire Girls</i>
Whitcomb	<i>Young People's Story of Art</i>

## POETRY

(For suggestions, see pages 142-144)

## INDIVIDUAL AUTHORS

Bryant	Longfellow	Stevenson
Burns	Riley	Tennyson
Eugene Field	Scott	Whittier
Holmes	Service	

## COLLECTIONS

Palgrave	<i>The Children's Treasury of English Song</i>
Repplier	<i>A Book of Famous Verse</i>
Rittenhouse	<i>The Little Book of Modern Verse</i>
Scollard	<i>Ballads of American Bravery</i>
Stevenson	<i>The Home Book of Verse for Young Folks</i>
Wiggin and Smith	<i>Golden Numbers</i>

## PLAYS

(For suggestions, see page 145)

## ESSAYS

(For suggestions, see page 144)

## ORATIONS

(For suggestions, see page 145)

## TRAVEL AND ADVENTURE

(For suggestions, see page 58)

Bullen	<i>Cruise of the Cachalot</i>
Clemens	<i>Life on the Mississippi</i>
Colum	<i>A Boy in Eirin</i>
Dana	<i>Two Years before the Mast</i>
Demetrios	<i>When I Was a Boy in Greece</i>
DuChaillu	<i>The Country of the Dwarfs</i>

TRAVEL AND ADVENTURE (*Continued*)

DuChaillu	<i>King Mombo</i>
"	<i>Land of the Long Night</i>
"	<i>Wild Life under the Equator</i>
Finnemore	<i>The Holy Land</i>
Franck	<i>Working My Way around the World</i>
Green	<i>The Laird of Glentyre</i>
Grenfell	<i>Adrift on an Icepan</i>
Grey	<i>The Last of the Plainsmen</i>
Jenks	<i>Ba-long-long, the Igorot Boy</i>
Landor	<i>An Explorer's Adventures in Thibet</i>
Lummis	<i>A Tramp across the Continent</i>
McDonald	<i>Boris in Russia</i>
Mills	<i>Wild Life on the Rockies</i>
Mokrievitch	<i>When I Was a Boy in Russia</i>
Parkman	<i>The Oregon Trail</i>
Peary	<i>The North Pole</i>
Powell	<i>First through the Grand Canyon</i>
Pyle and others	<i>Adventures of Pirates and Sea Rovers</i>
Roosevelt	<i>African Game Trails</i>
"	<i>Stories of the Great West</i>
"	<i>Through the Brazilian Wilderness</i>
Slocum	<i>Sailing Alone around the World</i> (the abridged edition is entitled <i>Around the World in the Sloop Spray</i> )
Spears	<i>Story of the New England Whalers</i>
Stanley	<i>How I Found Livingstone</i>
Stockton	<i>Buccaneers and Pirates of Our Coasts</i>
Taylor	<i>Boys of Other Countries</i>
Thoreau	<i>Camping in the Maine Woods</i>
Van Tesslaar	<i>When I Was a Boy in Roumania</i>
Wallace	<i>The Lure of the Labrador Wild</i>

## LIVES OF FAMOUS MEN AND WOMEN

(For suggestions, see page 77)

Abbott	<i>Daniel Boone</i>
Antin	<i>The Promised Land</i>



Baldwin	<i>Abraham Lincoln, a True Life</i>
"	<i>Four Great Americans</i>
Bolton	<i>Lives of Girls Who Became Famous</i>
"	<i>Lives of Poor Boys Who Became Famous</i>
Brooks	<i>The True Story of Christopher Columbus</i>
"	<i>The True Story of George Washington</i>
Cody	<i>Four American Poets</i>
Custer	<i>The Boy General</i>
Foa	<i>The Boy Life of Napoleon</i>
Franklin	<i>Autobiography</i>
Gilbert	<i>More Than Conquerors</i>
Golding	<i>The Story of H. M. Stanley</i>
Haaren and Poland	<i>Famous Men of Greece</i>
" " "	<i>Famous Men of Rome</i>
" " "	<i>Famous Men of the Middle Ages</i>
Hathaway	<i>Cromwell</i>
"	<i>Frederick the Great</i>
"	<i>Napoleon</i>
Hill	<i>On the Trail of Grant and Lee</i>
"	<i>On the Trail of Washington</i>
Howard	<i>Famous Indian Chiefs I Have Known</i>
Johnston	<i>Famous Scouts</i>
Keller	<i>The Story of My Life</i>
Lang	<i>The Story of Joan of Arc</i>
Mace	<i>Lincoln</i>
"	<i>Washington</i>
Meadowcroft	<i>Boy's Life of Edison</i>
Morgan	<i>Theodore Roosevelt, the Boy and the Man</i>
Moses	<i>Louisa May Alcott, Dreamer and Worker</i>
Muir	<i>The Boyhood of a Naturalist</i>
Nicolay	<i>The Boys' Life of Abraham Lincoln</i>
Overton	<i>Life of Robert Louis Stevenson for Boys and Girls</i>
Paine	<i>Boy's Life of Mark Twain</i>
Parkman	<i>Heroes of To-day</i>
"	<i>Heroines of Service</i>

LIVES OF FAMOUS MEN AND WOMEN (*Continued*)

Parton	<i>Captains of Industry</i>
Perry	<i>Four American Inventors</i>
Richards	<i>Florence Nightingale</i>
Riis	<i>The Making of an American</i>
Sanford and Owen	<i>Modern Americans</i>
Wade	<i>Pilgrims of To-day</i>
Washington, Booker T.	<i>Up from Slavery</i>
White	<i>The Boys' and Girls' Plutarch</i>

## HISTORY

(Including Books about Indians)

(For suggestions, see page 82)

## GROUP I. HISTORICAL SKETCHES AND ACCOUNTS

Blaisdell and Ball	<i>Heroic Deeds of American Sailors</i>
Coffin	<i>Boys of '76</i>
Driggs	<i>Heroes of Aviation</i>
DuPuy	<i>Uncle Sam, Fighter</i>
Eastman	<i>Indian Child Life</i>
"	<i>Indian Heroes and Great Chieftains</i>
Empey	<i>Over the Top</i>
Frothingham	<i>Sea Fighters from Drake to Farragut</i>
Gordy	<i>The Causes and Meaning of the Great War</i>
Hawthorne	<i>Grandfather's Chair</i>
Kelman	<i>Stories from the Crusades</i>
Lansing	<i>Patriots and Tyrants</i>
Lodge and Roosevelt	<i>Hero Tales from American History</i>
Marshall	<i>Stories of William Tell</i>
O'Brien	<i>Outwitting the Hun</i>
Parkman	<i>The Boy's Parkman</i>
Peat	<i>Private Peat</i>
Scott	<i>Tales of a Grandfather</i>
St. Nicholas	<i>Colonial Stories Retold from St. Nicholas</i>
Schultz	<i>Birdwoman (Sacajawea)</i>
	<i>Strange Stories of the Revolution</i>
Tappan	<i>When Knights Were Bold</i>
Tomlinson	<i>Boys of the Revolution</i>

## GROUP 2. BIOGRAPHIES

See the list under "Lives of Famous Men and Women," pages 168-170. Biographies of historical characters—Washington, Lincoln, Grant, Joan of Arc, and Napoleon, etc.—give vital accounts of historical events.

## GROUP 3. HISTORICAL POEMS

Clarke	<i>Treasury of War Poetry</i> (World War)
Matthews	<i>Poems of American Patriotism</i>
Scollard	<i>Ballads of American Bravery</i>
Service	<i>Rhymes of a Red Cross Man</i>

## GROUP 4. HISTORICAL FICTION

For historical fiction see below, under "Fiction," the titles listed in connection with the following authors:

Under "Juvenile Fiction": Altsheeler; Austin; Barnes; Bishop; Brooks; Dix; Masefield; Page; Pyle; Seawell; Stoddard; Tomlinson.

Under "Fiction for Adults": Andrews; Churchill; Cooper; Porter; Scott; Stowe; Twain (third and fourth titles); Wallace.

## FICTION

(For discussions, see pages 141-142)

The first of the lists which follow is good juvenile fiction. Which of the books in that list have you read? Plan to read a number of the others.

The second list is adult fiction which will very likely interest boys and girls in the upper grades. Which of the books in the adult list have you read? Plan to read most of the others also, sooner or later. A rich treat is in store for you here. When you have read quite a number of these books and have talked about them with your friends, you will know of much other good fiction which you will want to read.

## JUVENILE FICTION

Alcott	<i>Eight Cousins</i>
"	<i>Little Men</i>
"	<i>Little Women</i>
"	<i>An Old-fashioned Girl</i>
Altsheeler	<i>The Forest Runners</i>

JUVENILE FICTION (*Continued*)

Austin	<i>Uncle Sam's Boy at War</i>
Barbour	<i>The Crimson Sweater</i>
Barnes	<i>Yankee Ships and Yankee Sailors</i>
Baylor	<i>Juan and Juanita</i>
Bennett	<i>Master Skylark</i>
Bishop	<i>Bob Thorpe, Sky Fighter in the Lafayette Flying Corps</i>
Boyeson	<i>Norseland Tales</i>
Brooks, E. S.	<i>A Boy of the First Empire</i>
"	<i>Master of Strong Hearts</i>
Connor	<i>Glengarry School Days</i>
De Foe	<i>Robinson Crusoe</i>
Dix	<i>Little Captive Lad</i>
"	<i>Merrylips</i>
"	<i>Soldier Rigdale</i>
Dodge	<i>Hans Brinker</i>
Duncan	<i>Adventures of Billy Topsail</i>
Eggleston	<i>The Hoosier Schoolboy</i>
Eliot	<i>Silas Marner</i>
French	<i>The Lance of Kanana</i>
Greene	<i>Pickett's Gap</i>
Hughes	<i>Tom Brown's School Days</i>
Kipling	<i>Captains Courageous</i>
Lagerlöf	<i>The Wonderful Adventures of Nils</i>
Lange	<i>On the Trail of the Sioux</i>
McNeil	<i>The Totem of Black Hawk</i>
Masefield	<i>Jim Davis</i>
"	<i>Martin Hyde, the Duke's Messenger</i>
Montgomery	<i>Anne of Green Gables</i>
Page	<i>Among the Camps</i>
"	<i>Two Little Confederates</i>
Paine	<i>Arkansaw Bear</i>
Pyle	<i>Men of Iron</i>
Schultz	<i>The Quest of the Fishdog Skin</i>
Seawell	<i>Little Jarvis</i>

Spyri	<i>Heidi</i>
Stevenson	<i>Treasure Island</i>
Stoddard	<i>Guert Ten Eyck</i>
"	<i>Little Smoke</i>
Tomlinson	<i>Boys with Old Hickory</i>
"	<i>Three Colonial Boys</i>
Wallace	<i>Ungava Bob</i>
White	<i>The Magic Forest</i>
Wiggin	<i>Polly Oliver's Problem</i>
"	<i>Rebecca of Sunnybrook Farm</i>
Wyss	<i>Swiss Family Robinson</i>
Zollinger	<i>Widow O'Callaghan's Boys</i>

## FICTION FOR ADULTS THAT WILL INTEREST BOYS AND GIRLS

Andrews	<i>The Perfect Tribute</i>
Atkinson	<i>Greyfriars Bobby</i>
Björnson	<i>A Happy Boy</i>
Blackmore	<i>Lorna Doone</i>
Bunyan	<i>Pilgrim's Progress</i>
Cervantes	<i>Don Quixote</i>
Churchill	<i>The Crisis</i>
"	<i>Richard Carvel</i>
Cooper	<i>The Deerslayer</i>
"	<i>The Last of the Mohicans</i>
"	<i>The Pilot</i>
"	<i>The Spy</i>
Craik	<i>John Halifax, Gentleman</i>
De Foe	<i>Robinson Crusoe</i>
Dickens	<i>A Christmas Carol</i>
"	<i>David Copperfield</i>
"	<i>Old Curiosity Shop</i>
"	<i>Oliver Twist</i>
Eggleston	<i>The Hoosier Schoolmaster</i>
Fox	<i>The Little Shepherd of Kingdom Come</i>
Eliot	<i>Silas Marner</i>
"	<i>The Mill on the Floss</i>

FICTION FOR ADULTS (*Continued*)

Hale	<i>The Man without a Country</i>
Jackson, H. H.	<i>Ramona</i>
London	<i>The Call of the Wild</i>
"	<i>White Fang</i>
Ollivant	<i>Bob, Son of Battle</i>
Poe	<i>Best Tales (Cody)</i>
Porter	<i>Scottish Chiefs</i>
Rice	<i>Mrs. Wiggs of the Cabbage Patch</i>
Scott	<i>Ivanhoe</i>
"	<i>Kenilworth</i>
"	<i>Quentin Durward</i>
"	<i>The Talisman</i>
Stevenson	<i>Kidnapped</i>
Stowe	<i>Uncle Tom's Cabin</i>
Swift	<i>Gulliver's Travels</i>
Tarkington	<i>Penrod</i>
Twain	<i>Adventures of Huckleberry Finn</i>
"	<i>Adventures of Tom Sawyer</i>
"	<i>Personal Recollections of Joan of Arc</i>
"	<i>The Prince and the Pauper</i>
Wallace	<i>Ben-Hur</i>
White	<i>The Blazed Trail</i>



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